

## Policy for Art and Design

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<b>Last review by</b>	<b>A Nicholson</b>	<b>Review date</b>	<b>September 2024</b>
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### Introduction – What is Art and Design?

Art and design should provide a balanced, creative and engaging curriculum for children of all abilities and backgrounds. It should teach them about art, craft and design from historical and contemporary sources and introduce them to the work of a diverse range of artists in an imaginative way; providing opportunities to practice a wide variety of methods and processes including drawing, painting, printing, ceramics, 3-D work, mixed media and textiles.

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life, real-life creative industries and that of different times and cultures.

The art and design curriculum should develop a child's skills and understanding year by year, whilst making that progression meaningful and inspiring. Children should be encouraged to take risks in their work and gradually become more adaptable and independent. Whatever a child's ability, they should make the best progress possible.

### Aims and Objectives

Every child is entitled to a broad and balanced education. Art and design is an essential ingredient of that breadth and balance. All children should have opportunities to:

- record from first-hand experience and from imagination, and to select their own ideas and experiences to use in their work
- develop creativity and imagination through a range of activities and to create both 2-D and 3-D work
- improve their ability to control materials, tools and techniques
- increase their critical awareness of the roles and purposes of art and design in different times and cultures
- explore and experiment the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space and pattern and texture to represent their own ideas and feelings

- enjoy, appreciate and evaluate the visual arts and increase their knowledge of artists, craftspeople and designers
- develop the artistic vocabulary to enable them to discuss their work and to understand the work of others
- enhance their ability to observe, investigate, respond to and record the world around them through a variety of forms and media
- be instructed in the safe and appropriate use and maintenance of tools and equipment
- use art and design throughout other areas of the curriculum

### **Curriculum Organisation and Management**

The art and design curriculum enables children to study examples of work by both well-known and lesser-known artists both past and contemporary, whilst being taught a range of artistic skills. Where meaningful, links are made to other curriculum areas.

A variety of teaching styles are necessary for the teaching of art and design. New schemes of work are currently being devised for several of the year groups as a result of new staffing and changes in class topics.

Curriculum planning is conducted in three phases: long-term, medium-term and short-term but there is also scope for being led by the creative processes and progress of the students:

- Long-term planning – Provides a broad overview of the themes and artists covered in each term during each Key Stage. The art and design subject leader will liaise with the class teachers in each year group.
- Medium-term planning - Provide termly details of each unit of work. These plans define what will be taught and will highlight opportunities for cross-curricular links.
- Short-term planning - Provide a daily plan for each art and design lesson in the form of slideshows used for teaching. These list the specific learning objectives for each lesson, the classroom activities and the materials required.

The art coordinator will provide subject advice when necessary. Each unit is designed to take no more than one term and may include some input into creative study days.

## **Teaching and Learning**

A variety of teaching and learning styles are used in lessons. The act of investigating and making something includes exploring and developing ideas, and evaluating and enhancing work. This is done most effectively through a mixture of whole-class teaching and individual/group activities. Exemplary pupil work can be used as a model for the other children whilst also promoting a culture of non-judgment and confidence in one's own abilities. Teachers should also provide demonstrations of new techniques or materials, which children can observe and learn from. Children will partake in peer appraisals, providing thoughtful and constructive feedback to one another. All children are encouraged to participate in group discussions, which evaluate and contextualize the work of other artists.

Practical activities should include:

- Drawing and painting from observation
- Exploring and experimenting with new ideas and materials
- Understanding the impact of the formal elements
- Different art genres, including landscape, still life and (self) portraiture
- Understanding colour theory, including how to create a range of colours from a limited palette
- Drawing people and understanding proportion
- Perspective drawing. Creating depth in a 2-D piece of work
- Combining different media to produce new effects
- Working creatively on a large or small scale
- Working in 3-D mediums, including clay
- Experimenting with a wide range of techniques, including print making, textiles, embroidery, collage and watercolour. Having access to specialised facilities when possible, for example the Senior School pottery studio
- Appreciating the art of others. Researching and writing about pieces of art (including sculpture, paintings and architecture). Discussing the techniques, skills and meanings behind the artwork. Understanding and applying the correct terminology
- Using different tools and techniques
- Planning and revising work, questioning, comparing and explaining ideas to both adults and peers
- Opportunities to make use of ICT, museums, galleries and outside visits to inform their learning

## **Assessment, Recording and Reporting**

The overall monitoring of teaching and learning in art and design will be the role of the Art Coordinator. This will involve, the monitoring of school and classroom displays, the moderation of sketchbooks and formative assessment during lessons.

Formative assessment will be ongoing through classroom activities and dialogue with the children. This information can be used to plan future work for each child. Sketchbooks, final pieces and formative assessment also enables the teacher to make an annual assessment as part of each child's annual report to parents. Children in Years 3- 6 will keep sketchbooks.

We will make good use of the natural alignment between the creative process and reviewing and refining of artwork; peer and self-assessment is an intrinsic part of the artistic process.

Art can make a valuable contribution to the education of students with special needs with the art studio being a leveler in many ways. Creative experiences can raise self-confidence and enrich students' attitudes to themselves and others. In this way, art has as much significance for those with special difficulties (physical, sensory, emotional and behavioural as for those with special talents (artistic giftedness).

Suitable learning opportunities are provided for all children of differing abilities. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty where not all children complete all tasks
- grouping children by ability and setting different tasks for each group
- providing a range of challenges with different resources
- using additional teacher support to assist individual children or small groups

A summative assessment of each child's yearly progress in art and design will be provided in their end of year report.

### **Continuity and Progression**

Art and design activities are planned so that they build upon the prior learning of the children. Children of all abilities are given opportunities to develop their skills, knowledge and understanding. Progression is an integral part of each scheme of work, so that there is an increasing challenge for the children as they move up through the school.

### **Inclusion**

The department takes into consideration the views of pupils and we do our utmost to meet the needs of every individual child. There are many opportunities for students to use their own ideas and lived experiences in their work.

The art department is committed to implementing the school's equal opportunities policy. We expect that everyone will treat each other with equal respect. Racism, sexism and other forms of prejudice and discrimination will not be tolerated. We consider equality of opportunity to be essential for effective learning.

All students should be given the opportunity to study art in the context of our culturally diverse society. They need to be made aware of the historic and traditional roots of many art forms and how artistic conventions are shaped by cultural influence. It is important to learn that cultural influences invariably transcend cultural boundaries and become part of other experiences, hence the influence of one cultural art style upon another. Students will learn about a wide range of art and artists, including those not traditionally part of the western art canon. We hope that, as a result of this approach, students will be able to view other cultures in a positive and non-stereo-typical way and understand that art is for everyone.

We promote positive relationships within the classroom and work hard to ensure that these relationships help every pupil to enjoy and achieve within our creative environment. All pupils should be offered topics and techniques, which they find motivating and enjoyable.

### **Links with the Senior School**

It is an important aim in art and design to strengthen the links with the Senior School Art Department.

The art and design subject coordinator has a part-time teaching role at the Senior School and this has influenced the current art and design planning at the Prep School. The entire curriculum for Years 5 and 6 is in the process of being revised or rewritten to ensure that pupils are equipped with the necessary knowledge and skills for senior school. Gifted and talented students are now offered informed advice about preparing for art scholarships, in particular the need for a sketchbook.

The Senior School art and design department extends invitations to pupils, staff and parents for exhibitions, Open Evenings and Open Afternoons. It also welcomes the use of their art and design facilities by Prep school children and staff.

### **Resources**

There are a wide range of resources to support the teaching of art and design. All of the classrooms have a range of basic resources, but the more specialised equipment is kept in the art and design store. This room is only accessible to staff, who are required to inform the art coordinator if this equipment is to be removed or if other materials are required.

More specialist facilities and equipment are also available at the Senior School for example a pottery and DT workshop. Prep School staff and students can use either by prior arrangement with the Senior School HODs for Art and DT.