



Badgerbrook Primary School

Art and Design Policy

2024/25

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Aims of our Art and Design Policy:

'Art is a place for children to learn to trust their ideas, themselves and to explore what is possible' Maryann F Kohl

At Badgerbrook Primary School we believe in a creative learning culture, where all pupils are given the appropriate learning opportunities which enable them to develop in confidence and express their feelings through art and design.

Our focus is that 'every child will delight in creativity, experience the joy of discovery and develop a sense of awe and wonder'. Through a creative cross-curricular approach we aim to ensure that every child will feel special and valued as an individual with unique gifts and talents.

Through our Art and Design planning, we aim to enable pupils to record observations from first-hand experience, develop their creativity and imagination through a variety of complex activities, and improve their ability to control materials, tools, and techniques. Additionally, we seek to increase their critical awareness of the roles and purposes of Art and Design across different times and cultures, build their confidence in using visual and tactile elements and materials, and foster an enjoyment and appreciation of the visual arts, along with a knowledge of artists, craftspeople, and designers at both local and global levels.

Purpose of Study - Why Teach Art and Design?

Intent

Our aims in teaching art are that pupils will build upon their natural pleasure in visual communication to:

- Find enjoyment in creative art and see themselves as artists;
- Develop the ability to observe, learn and record from the world around them;
- Find a sense of purpose, achievement and fulfilment in artistic expression;
- Use a variety of materials, tools and processes, including ICT safely, experimentally and with increasing confidence, technical control and skills;
- Develop an ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- Develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
- Develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present.

Purpose

- To establish an entitlement for all pupils;
- To establish expectations for teacher and pupils;
- To provide continuity and coherence across the school;

Implementation

Following the National Curriculum programmes of study and the Early Years Foundation Stage (EYFS) framework, pupils in the Foundation Stage and both Key Stages will develop their knowledge, skills, and understanding through a variety of practical tasks, including:

- Drawing
- Painting
- Printmaking
- Collage
- Textiles
- Sculpture,
- 3D construction, using clay
- Computing

Through these tasks, pupils will develop a wide range of art and design techniques, encompassing skills in using colour, pattern, line, shape, form, texture, and space. While these skills can be taught discretely, they are predominantly integrated into cross-curricular themes. Pupils are taught to use sketchbooks as a dynamic record of their creative ideas and the progression of their skills. In the Foundation Stage, pupils engage with Expressive Arts and Design within the framework of the Early Years Foundation Stage (EYFS), following the Curriculum Guidance for the Foundation Stage to guide their development.

Planning

As part of our learning challenge curriculum pupils are taught through the development of skills as well as the study of famous artists, architects and designers. Art and design is used to support and extend teaching and learning activities in our enquiry-based curriculum subjects through the making of painting, drawing or other outcomes.

Art is taught by all class teachers. All pupils experience a variety of materials and processes in two and three dimensions including drawing, painting and other media (e.g. collage, printmaking, textiles and sculpture).

The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their work during and after they have made it. They develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through

the making of images and objects and through talking about and studying the work of other artists and designers. Pupils are often encouraged to work in collaboration when making larger-scale projects.

Inclusion

Teachers ensure activities, support and resources enable all pupils to participate in Art and design.

Strategies for continuation and progression

Work plans are drawn up by individual teachers every term and are monitored by the Art co-ordinator.

The role of the Art co-ordinator is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Art throughout the school.
- Support colleagues in the development and implementation of their work plans.
- Take responsibility for the purchase and organisation of special resources for Art.
- Monitor progression in Art and Design.
- Keep up to date with developments in art education and to disseminate information to colleagues as appropriate.

Impact

Assessment

Formative Assessment:

Pupils' progress will be assessed through regular formative assessments during lessons, utilizing strategies such as questioning, retrieval practice, quizzing, independent learning tasks, and the evaluation of work in sketchbooks and feedback.

Each learning journey will be formatively assessed using a knowledge-based quiz, questioning, group or class discussions and/or a high-quality independent piece of art. Teachers will use these assessments to provide additional feedback or re-teach concepts as needed to close gaps and ensure pupils have mastered the curriculum content at that stage.

Summative Assessment:

Summative assessments are completed at the end of every year. These are recorded and are used to inform the annual report to parents. A portfolio of work completed throughout the year is available in pupil sketchbooks.

To assess long-term knowledge and learning, skills will be revisited and built upon sequentially, following a coherently planned and sequenced progression map across the school.

Monitoring and Evaluation

Monitoring and evaluation in primary art are integral to ensuring the effectiveness of the art curriculum and individual student progress. Teachers regularly assess pupils' work through formative assessments, observation, and feedback on their projects and sketchbooks. This ongoing evaluation allows for timely interventions and support where needed.

Safety

The teacher taking the art lesson is responsible for the health and safety of the pupils in their care. Teachers must supervise pupils closely, especially when using potentially hazardous tools and materials. All art supplies should be non-toxic and age-appropriate, with clear instructions provided for their safe use. Additionally, safety equipment like aprons, gloves, and goggles should be available when necessary. By following these practices, we can create a safe and enjoyable environment for all pupils to explore their creativity.

Reporting to Parents

Individual progress is communicated to parents through termly parents' evenings and detailed end-of-year reports, ensuring that parents are kept informed of their child's development and achievements in art.

Feedback

Feedback to pupils in art is a crucial component of our educational approach. Teachers provide constructive and timely feedback that focuses on both the technical and creative aspects of pupils' work. This feedback is delivered through verbal comments during lessons and group, class or one-on-one discussions. The aim is to highlight strengths, identify areas for improvement, and encourage self-reflection and growth. By fostering a supportive and nurturing environment, we help pupils build confidence in their artistic abilities and motivate them to reach their full potential.