

Art and Design Policy

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Aims

At Bramley Park Academy all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and religious education.
Our aims in teaching art are that all children learn to:

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.

- Appreciate a wide range of artists and art works.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.

We regard art as an important subject because:
- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

2. The National Curriculum

2.1. The National Curriculum prescribes that at Key Stage 1 pupils should be taught:
2.1.1. To use a range of materials creatively to design and make products.
2.1.2. To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
2.1.3. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

2.1.4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
2.2. The National Curriculum prescribes that at Key Stage 2 pupils should be taught:
2.2.1. To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
2.2.2. To create sketch books to record their observations and use them to review and revisit ideas.
2.2.3. To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
2.2.4. About great artists, architects and designers in history.

3. Planning and teaching

3.1. EYFS

3.1.1. In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.
3.1.2. They develop their imagination and creativity and begin to investigate the qualities of materials and processes.
3.1.3. They begin to use colour and shape to express themselves.

3.1.4. They investigate the use of pattern and texture to represent ideas or emotions.

3.2. Key Stage 1

3.2.1. At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.
3.2.2. At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.
3.2.3. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

3.3. Key Stage 2

3.3.1. At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.
3.3.2. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.
3.3.3. Pupils learn to improve their use of tools and become confident in using a variety of techniques.
3.3.4. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the

purpose, creation, materials and significance of a variety of art works.

4. Learning environment

4.1. Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or class activity.
4.2. Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles.
4.3. Planning for art and design is provided for in medium and long-term plans. (See 12)

5. Assessment and recording

5.1. Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.
5.2. At Key Stage 2, pupils are required to show their progression in their topic book and art sketchbook.
5.3. Progression and achievement are tracked in the teacher's weekly and medium-term plans against learning objectives.
5.4. Photographic records and some work may be kept until the end of the year.

6. The subject leader

6.1. The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.
6.2. They will monitor the quality of teaching and the standard of work produced.
6.3. Evidence will be kept from year to year.
6.4. The subject leader will offer support to colleagues and share their expertise and experience.
6.5. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

7. Resources

7.1. The teacher is responsible for resourcing (using your curriculum budget, this will ensure that only stock that is needed is ordered),

8. Displays

8.1. The school promotes the displaying of art work in classrooms. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning. Please refer to the Display Policy.

9. Health and safety

9.1. Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.
9.2. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.
9.3. Children are always supervised during activities.
9.4. Mod-roc (a plaster covered bandage) may be used to construct sculptures and casts (such as face masks). The use of Mod-roc is always under strict adult supervision and skin is protected by using a barrier cream such as Vaseline.
9.5. A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

10. Equal opportunities

10.1. Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.
10.2. Pupils with special educational needs and disabilities are assisted by teachers during art lessons.

11. Contribution of art in the core curriculum

11.1. English

11.1.1. Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

11.2. Maths

11.2.1. Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

11.3. I.T

11.3.1. I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

11.4. PSHE

11.4.1. In art lessons children are taught to discuss how they feel about their own work and the work of others.

11.5. SMSC

11.5.1. Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.