



## **ART AND DESIGN POLICY**

### **Introduction**

We believe that teaching and learning in art is significant because it encourages creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge needed for them to express responses to ideas and experiences in a visual or tactile form. It allows children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in influencing their environments through art and design activities. Children explore ideas and meanings through the work of artists and designers. Wherever appropriate it is connected to other areas of the curriculum and gives children the opportunities to improve specific art skills and reinforces skills already established.

### **Aims and objectives**

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

## **Teaching and learning style**

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. 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 adults to support the work of individual children or small groups.

## **Art and design curriculum planning**

Art and design is a foundation subject in the National Curriculum. At Stanhope Barrington C. of E. Primary School we look at the objectives for the year group within the National Curriculum and use our topics to make links for planning. Often art projects and activities will be planned which cover the objective which needs to be taught but also becomes part of a topic we are doing in school/class. This means that art planning can be flexible and suit the needs of our class.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

## **The Foundation Stage**

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

## **Key Stages 1 and 2**

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience.

Our planning includes opportunities for:

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books
- first hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

## **Contribution of art and design to teaching in other curriculum areas**

### **English**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **Information and communication technology (ICT)**

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras and iPads to record their observations. Children can use the internet to find out more about famous artists and designers.

### **Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists (where possible) and other talented adults whilst undertaking their work.

### **Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

### **Teaching art and design to children with special needs**

We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy, and provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their School Support Plans (SSP).

### **Resources**

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store (in the ICT room or just outside in trolleys). This room is accessible to children only under adult supervision.

### **The role of the subject leader is to;**

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to
- keep up-to-date on the use of Art in the curriculum
- promote art throughout the school
- to monitor use of the sketchbook throughout the school

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject co-ordinator. The art and design co-ordinator funds for resources and monitors the planning and will support colleagues.

Last Reviewed: September 2025

Next Review: September 2026