



Art and Design Policy

**Wadsworth Fields Primary
School**

2021

Introduction

At Wadsworth Fields Primary School art is an integral part of the learning environment. Art provides children with opportunities to express their thoughts and experiences creatively. It also provides opportunities for the development of practical skills and aesthetic appreciation. Through the study of the work of artists and crafts people it provides opportunities to understand how others, in different times and cultures, have expressed their own thoughts, feelings and experiences.

Aims and Objectives for Art and Design

- ★ To provide a stimulating environment offering a wide variety of opportunities.
- ★ To develop children's understanding and enjoyment of art.
- ★ To develop children's confidence in their artistic ability and self esteem by valuing their artistic achievements.
- ★ To develop the children's observational, creative, imaginative and practical skills and to encourage an innovative and reflective approach.
- ★ To encourage the children to appreciate that feelings and meanings can be expressed through all forms of art.
- ★ To introduce the children to the work of artists, architects, craft makers and designers from different cultures and times in a variety of styles and genres.
- ★ To teach the children to become proficient in drawing, painting and sculpting with increasing mastery.
- ★ To help the children to develop the skills necessary to evaluate and improve their work.

Philosophy

- ★ The art work of all children should be valued for its own worth and in isolation from the work of others.
- ★ All children should participate in Art and Design regardless of ability.
- ★ Every child should be encouraged to appreciate that their work is a unique representation of their own experiences, thoughts and feelings.
- ★ Children should develop the ability to work independently and collaboratively, emphasis being on the former.
- ★ Children should develop the ability to be reflective artists, reviewing and revisiting previous work.

The Art and Design Teaching Process

The school uses a variety of teaching and learning styles in art and design. Our principle aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole class teaching and individual/ groups 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 on two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

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Equal Opportunities

All children will be given access to the art curriculum regardless of gender, race or disability.

Differentiation

We recognise that we have children of different abilities 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 in which not all children will 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.

Health and Safety

No tasks undertaken in Art and design will have an inherent risk to health or safety. However, it is recognised that there may be some resources or materials whose use may involve a small risk:

- Cutting using scissors – children will be taught in foundation stage how to use scissor safely.
- Plaster of Paris – children will be made aware of not making contact with setting plaster.
- Other cutting equipment – children will use any cutting equipment, apart from scissors, under the direct supervision of an adult.

Any other resources will be assessed for a health or safety risk on a need to know basis and the children advised as to how it should be used safely.

Display

Please refer to the separate display policy

Assessment, recording and reporting

Learning outcomes are structured and matched appropriately for each lesson. Assessment will be measured against the success criteria set for the learning outcome. This is made clear to the children in the teaching phase of the lesson. Assessment can take various forms:

- Comparison with pupils' previous work;
- Discrete comparison with peers;
- Pupils' ability to select appropriate materials;
- Pupils' organisational and collaborative skills;
- Pupils' ability to respond to the visual curriculum;
- Judgment of pupils' developmental skills.

Recording the arts curriculum is through photographic, display and, in Key Stage 2, monitoring of sketchbooks.

Progression and Continuity

Art is taught throughout school and follows the EYFS curriculum titled 'Expressive Arts and Design' and the national curriculum titled 'Art and Design'. At Wadsworth Fields we have created a curriculum overview with key skills, knowledge, vocabulary and concepts which allows the children to develop and embed skills as they move through the key stages in school.

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In most cases, units of art and design work will be linked with cross-curricular themes thus allowing an approach that combines complimentary skills and knowledge.

Special Needs

At Wadsworth Fields Primary we are strongly committed to supporting all children with a special educational need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults within and without the classroom.