



## **Marshland St. James Primary and Nursery School**

### **Art and Design Policy 2021**

At Marshland St. James primary school we want our children to be caring confident learners. We aim to provide a loving, safe and secure environment, where each child has the belief to achieve and a sense of belonging to a Christian family. Art contributes to the emotional and creative development of our pupils. We aim to encourage children to question, reflect and become inspired through studying the works of artists and designers from a range of culture, contexts, time and places. Through their practical experiences with a variety of media, the children will be developing their creative and aesthetic skills. We aim to encourage the children to take a pride in their own achievements and to respect their own and others' work. By looking at the work of other artists, children will be helped to understand that there is no "correct model" and that art is a response to the world around us. Thus supporting our belief that we are giving them the skills to make sense of and understand the changing world they're growing up in.

#### **Intent**

We follow the Primary Knowledge Curriculum. This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

#### **Implementation**

To encourage pupils' development of creative, imaginative and practical skills through a balanced programme of art, craft and design activities, working individually, in groups and as a whole class. To extend pupil understanding of how ideas and feelings can be communicated in visual, and sometimes tactile experiences.

1) Pupils should investigate the artistic techniques in practical work including: Different qualities of line and tone Experimentation with colour-mixing and application The use of pattern and texture in designing and making How shape, form and space are presented in works of art

2) Pupils should be taught about the work of artists, craft workers and designers, e.g. drawing, painting, printing, photography, textiles, ceramics, graphic design (ICT), sculpture and architecture.

3) Pupils should be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety regulations. Approach to teaching and learning Pupils will be taught factually, as well as being given opportunity to experiment and discover. Continuity and progression will be ensured by a scheme of work and a system of recording.

Our long term planning details painting, drawing, sculpture/3d modelling, printing, collage and digital media will be taught throughout the year along with recommended artists for each year group and art styles.

Pupils will be given opportunity to develop key concepts, skills and attitudes in Art throughout the key stages. An Art skills map supports teacher's planning and ensures a development of skills and knowledge across year groups.

a) Key Concepts. Colour, shape, texture, pattern, tone, line, form, perspective, artists and their works, for, content and mood.

b) Practical Skills, e.g. cutting, shaping, gathering, resources, using tools, organising, clearing away.

c) Perceptual Skills, e.g. observing, recording, language, remembering, communicating, expressing, critically appreciating and visual literacy.

d) Key Attitudes Pride in achievement, respect for own and others' work, respect for the environment both man-made and natural, developing awareness and love for the visual arts, seeing the role Art plays in our multi-cultural society, to develop positive approaches towards equal opportunities in race, gender and ability.

We encourage the use of resources such as sculptures, paintings and other artefacts. We can order materials to support the objectives and activities which they have planned to deliver; this is overseen by the Art co-ordinator.

## **Equal Opportunities**

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, SEN, race, creed and disability, taking into account the individual needs of all children. We use Art from different times, places and cultures to illustrate to children the diversity of our world

## **ICT and Art**

Art has close links with technology and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital photography. The internet can be used to investigate and retrieve information about famous artists and their work. Intentions To aid pupils' all round development in Art, we will provide opportunities for independent learning and creative risk taking.

Appropriate teaching styles will be used for different activities. We will provide opportunities for collaborative group work as well as individual tasks. Teaching pupils with Special Educational Needs requires thought and staff will take this into account when planning lessons, providing support and/or differentiated activities as necessary.

## **Impact**

Continuous assessment will be completed by the Class teacher by the way of marking work and discussion with the child. On occasion samples of work will be photographed. We provide meaningful and purposeful opportunities to develop children's skills and responses through a cross-curricular approach. .

Monitoring is the responsibility of the Art co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements. The co-ordinator will ensure that development priorities are reflected in the Subject leader action plan

**Head teacher: Mrs. S. Durrant**

**Art co-ordinator: Mrs. S. Belcher**

**Date: May 2021**

**Review Date: May 2023**