



Windy Nook Primary School

Art and Design Policy

1 Aims and objectives

1.1 Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children learn to make informed judgements, aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches the lives within the school community.

1.2 The objectives 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 activities, increasing in challenge as children progress through school
- 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.

2 Teaching and learning style

2.1 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. We ensure the children begin to understand the creative process. Lessons in KS1 and 2 reflect this. This is done through a mixture of whole-class teaching and individual or 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 to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at

different scales. Children also have the opportunity to use a wide range of materials and resources, including IT.

2.2 Children will be encouraged to develop the habit of using their sketchbooks (or visual diary) for: -

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,
- working out ideas, plans and designs,
- reference - as they develop ideas for their work
- looking back at and reflecting on their work, reviewing and identifying their progress.
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Sketchbooks will move through the school as the children progress from one year to another, and across key stages. The sketchbooks will contain no mounted end-pieces.

2.3 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

3 Art and Design curriculum planning

3.1 Art and design is a Foundation subject in the National Curriculum. Each class' long term plan for Art and Design is linked to topic work. Topics are visited in a 2 yearly cycle. Phase leaders and the Art and Design leader ensure there is an appropriate balance and distribution of work across each term

3.2 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach. The subject leader is responsible for reviewing these plans. They are set out as a programme of techniques; **textiles, drawing, painting, 3D, digital media, collage, printing**. These may be split over the 2 year cycle.

3.3 KS1 and KS2 classes follow a 5-7 lesson plan (Appendix 1) ensuring that the creative process is present within all topics. Each topic has a sketching and drawing element as well as scope for the study of a recognised artist, craftsperson or art movement. Every Art and Design lesson has a short adult led mark making or drawing activity to promote understanding and skill development. Occasionally, starters will also cover other artists (linked to their topic) where children get to explore a variety of works, considering their meaning and developing their vocabulary.

4 The Early Years

4.1 Creative work is part of the continuous and enhanced learning in all the Early Years classrooms. It is both adult led and child initiated. Creative learning underpins work in many other areas of the curriculum in Early Years and contributes to the development of the Characteristics of Effective Learning. It is multidisciplinary. It takes place both indoors and

out. Children are encouraged to make their own decisions and talk about their work throughout. The key achievements of all pupils are kept in Learning Journals and assessed against the relevant ELG. Creative development is moderated by EY practitioners at least once every 2 years. Additionally, the head teacher and phase leader monitor baselines and tracking outcomes for progress and provision.

5 British Values

5.1 British values are explored through Art and Design. The lives and work of local craftspeople and artists is a focus in many topics.

6 Health and safety

6.1 At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk

7 Assessment for learning and reporting to parents

7.1 We assess the children's work in art and design while observing them working during lessons. The sketchbook, planning and displayed work is evidence of progress in Art and Design.

7.1 a We also collect a range of children's work from each year group for an 'Art Progress across the years' folder. This allows teachers, colleagues and visitors to see what art is like in each year group and the overall progress pupils make from Early Years to KS2.

7.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

7.3 Termly assessment information is shared with parents as part of our interim reports in the Autumn and Spring Terms and our full annual report at the end of the academic year. This gives parents an understanding as to how their child is performing in the subject, against age related skills.

8 Resources

8.1 We have a wide range of resources to support the teaching of Art and Design. An extensive collection of resources are located in the art cupboard. Phase leaders produce a

list of additional resources for the next term's work and submit it to the Art and Design leader for ordering.

Article 2: All children have rights. No child should be treated unfairly.

Article 12: You have the right to an opinion and to be listened to.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Date: February 2025 Date to review: September 2025

A&D Curriculum :Appendix 1

KS1&2 The creative process - lesson planning format

	Summary of Skills to be taught. This lesson should include:	Examples	Key skills (Terminology for planning)
1	Children look at photos, videos, objects, visit or visitor to establish a starting point of this unit of work. These can be historical, fictional or contemporary. They record their personal responses through writing, notes or talking as appropriate. Following the A&D curriculum, the work of a recognised artist or creative group should be included in this. KS2 children should learn about the context of the work.	<ul style="list-style-type: none"> Look at works of art via the internet Videos of events, TV programmes or exhibitions Visits to galleries. Visits by artist or craftspeople. 	Observation, speaking and listening, researching, reading, writing.
2	Review and evaluate the learning that took place in lesson 1. Children should learn about the processes, techniques, strategies they will be working on. Begin to develop skills through experimentation, not yet producing a 'finished' piece of work. Talk about the outcome. Make personal decisions about what will happen next and the best way to progress.	<ul style="list-style-type: none"> How to make the background to a picture. How to position features on a face in a portrait. Hues and tones. Applying texture through brushwork. Computer controls and menus. Finding out about differing materials. 	Painting, cutting, shaping, selecting, editing, drawing, shading, evaluation and critical thinking, talking (using specific vocabulary), listening, expressing an opinion.
3	Work on the first component of the finished piece of work using the skills introduced and practised in previous lessons. Extend practical skills to increase control of equipment and media. Use a variety of source materials to produce sketches that will support the final steps of the process. Learn about drawing and mark making with a variety of materials. Add pattern and texture.	Make a background, armature, template for cutting out, etc. Source materials - from nature, found materials, pictures, reference books, internet, Charcoal, pencil, graphite sticks, pastels.	Understand specific vocabulary relating to the topic and techniques being taught. Develop, extend ideas. Drawing, sketching, shading. Making marks, adding tone and

			hue. Understanding texture and pattern in 2 and 3D. Researching, reading, making notes, speaking, listening,
4	Use the skills from previous lessons to create a 'finished' and informed piece of work.		As above
5	Evaluation Display and evidence.		Speaking, listening, reasoning, discussing, evaluation.
<p>Notes</p> <ul style="list-style-type: none"> • This model is intended to guide planning. In some creative work it may be necessary to put the numbered elements into a different order. • Remember that the 'finished' work is only part of the creative process and that the supportive and preparatory activities are an important part of the learning. They should be included in displays as evidence of our thorough teaching. • Art and design is a distinct foundation subject and this sequence of lessons should be planned and carried out in terms that are driven by other foundation subjects. • Please add photographs of work to the A&D folder on the R drive so that a complete evidence bank is available. Retain work samples wherever possible. • Art and Design should not appear in planning as a 'stand alone ' or 'one off' lesson. 			