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# Art and Design Policy

Version Control

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## 1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

### **Our aim:**

To create centres of educational excellence that inspire all pupils to turn their potential into performance

### **To achieve this our schools will:**

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

### **The Trust will support our schools by:**

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

### 1.1. Aims and Scope

#### **Philosophy:**

We believe that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences which encourage children to explore a special way of understanding and responding to the world. It enables children to communicate their ideas and feelings through the use of colour, texture, form, pattern and 3D sculpture by using different materials and processes. Through Art and Design, children can learn to make informed judgements based on aesthetic and practical decisions. They can explore ideas and meanings by exploring works of other artists. We aim to provide strong links between local artists and the school. Ultimately, we want to foster an appreciation and sense of enjoyment for the visual arts as it can enrich all our lives.

#### **Aims:**

- Enable children to record, from first-hand experience and from imagination, their own ideas to use in their work
- Develop creativity and imagination through a range of activities

- Improve the children's ability to control materials, tools and techniques
- Increase their critical awareness of the roles and purposes of art and design in different times and cultures
- Develop increasing confidence in the use of visual and tactile elements and material
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people and designers
- Evaluate their own work and make decisions to improve it

### 1.2. Other linked Policies

## 2. Policy Statement

### **Teaching and Learning Art & Design:**

The school uses a variety of teaching and learning styles within Art and Design lessons. We ensure that the act of investigating and creating a final piece includes steps such as, exploring and developing ideas, creating and evaluating work. We provide opportunities for this through a mixture of whole-class teaching and individual/group activities. Teachers model the task themselves as well as drawing attention to good examples from children in the class as models for the other children. We encourage children to evaluate their own ideas and methods as well as the work of others. 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. Children in KS2 also have a sketchbook of their own to show art skills and processes.

### **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.

### **Key Stage 1 and 2:**

Art and Design is taught using a cross-curricular approach and a scheme of work. Children focus on four progress objectives:

- Generating ideas
- Making
- Evaluating
- Knowledge

There are 6 main units to study each year for every year group:

#### **KS1:**

- Drawing
- Painting
- Printing
- Clay
- Textiles
- 3D Form

#### **KS2:**

- Drawing
- Painting
- Printing
- Sculpture
- Textiles
- Collage

Art and Design is also interwoven within Enquiry lessons each term in line with the four progress objectives.

### **Early Years Foundation Stage:**

Art is taught under the umbrella of Creative Development. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

### **Community Involvement:**

Children are encouraged to take part in community art projects to further widen their knowledge and creativity. Red Oaks regularly participate in community projects run by various organisations including The Rotary Club and John Lewis.

### **Artsmark**

Artsmark is an award which recognises schools who champion and embed the arts and culture. We are a registered Artsmark school and have achieved our Gold Award.

### **Assessment:**

Assessment is in line with the School Assessment Policy and new curriculum September 2014.

**Inclusion:**

In Art and Design teaching at Red Oaks, staff are aware of childrens' individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners; including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database and their progress is systematically recorded and monitored.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines. The school has also achieved the Inclusion Quality Mark.

2.1. Policy Terms

**3. Appendices**

3.1. Guidance and Procedures