



ROWLATTS MEAD
PRIMARY ACADEMY

Art and Design Policy

2021-2022

Rowlatts Mead Primary Academy Art and Design Policy

Aims and Objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a unique 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 become involved in shaping their environments through art and design activities and are given time to reflect on and talk about their work, making changes where necessary. They learn to make informed judgements, and 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 enrich all our lives.

Art and Design aims to ensure that all pupils:

- are able to record from first-hand experience and from imagination, memory and experimentation and to select their own ideas to use in their work
- develop creativity and imagination through a range of complex activities
- develop their 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 materials and to develop their own ideas through 2D and 3D work
- foster an enjoyment and appreciation of the visual arts, and a knowledge of artists

Planning

- To ensure progression Art and Design skills, coverage and vocabulary is planned across the year for each year group.
- Art and Design is to be taught across the curriculum linked to specific topics over the course of the year. At Rowlatts Mead Academy we plan using the Focus Foundation statements. Skills in the Foundation Stage are planned through the objectives within the EYFS.
- A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.

Monitoring and Assessment

Assessment is to be informed using Target Tracker statements which is used to evaluate individual needs and to help with future planning. Assessment by the class teacher will involve observation, discussion and completed art work as well as evidence created through sketch books. At the end of each academic year tracker grids are to be completed and stored on the public site, where they can be accessed by the Art and Design co-ordinator and all other members of staff.

Equal Opportunities

Access to the curriculum should be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion or socio-economic background by:

- Creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively difference in others.
- Ensuring all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately.
- The provision of up to date resources without stereotypical bias.
- The provision of differentiated activities and experiences to enhance and support the learning of children.
- Encouraging all children to answer questions and take part in discussions by creating an atmosphere in which they feel secure.

Relationship to other subjects

Literacy

Art and design contributes to literacy by encouraging the 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 artists, and to say what they think and feel about them.

Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions

PSCHE

Art and design contributes to the teaching of some elements of personal, social and health education. The children discuss how they feel about their own work, and the methods and approaches used by others. As well as this 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. Their work helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. They also develop an understanding of different times and cultures, through their work on famous artists and art throughout history.

ICT

Information and Communication Technology enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

Stretch and Challenge

Class teachers and the Art and Design subject leader monitor planning and look through pupils work to ensure that it appropriately stretches and challenges pupils of all abilities, including those that are performing at greater depth. Pupils should be given the opportunity to deepen their learning and allow for their prior knowledge and skills to be transferred to different contexts. Learning can be extended through the use of differentiated activities such as bronze, silver and gold challenge.

Policy Reviewed – Sept 21 (Anna Barratt)