



# CORBRIDGE FIRST SCHOOL

## Art and Design Policy



### At Corbridge First School we value art because

- Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose.
- It provides children with a unique way of perceiving themselves and expressing their understanding of the world around them, which is not taught in other areas of the curriculum and which is essential to basic education.

### AIMS

- To provide children with opportunities to express themselves in emotional terms through their art experiences.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- To provide opportunities for studying historical, cultural and religious art.
- To involve children in experiencing and learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

### CURRICULUM ORGANISATION AT THE EARLY YEARS FOUNDATION STAGE

Elements of Art and Design are taught across all areas of learning as part of Early Years Foundation Stage but is emphasised in the teaching of Expressive Arts and Design.

Children are encouraged to:

- Explore media and materials
- Be imaginative, self-expressive and creative
- Learn appropriate vocabulary

### CURRICULUM ORGANISATION

#### KEY STAGE 1

- Explore the visual, tactile and sensory qualities of materials and processes.
- Use colour, shape, space, pattern, texture and a range of materials and processes to represent ideas and feelings.
- Respond to art, craft and design in the environment.

## KEY STAGE 2

- Use visual and tactile elements, materials and processes to communicate what they see, feel and think.
- Improve their control of materials, tools and techniques.
- Look at art, craft and design from different times and cultures.

These opportunities are delivered through **cross-curricular topics** in Key Stage 1 and 2.

## ASSESSMENT AND RECORD KEEPING

Class teachers use ongoing observations and assessment for learning to monitor the progress and achievement of pupils and ensure they are appropriately challenged. They also use the Artist and progression document when planning their unit of work so they can see the progress made from the previous year. Progress is recorded using the Art KSI and 2 assessment documents (see assessment document)

Each class teacher follows a planning frame which includes development and understanding of Artists and techniques which is shown in sketchbooks. Each year group studies a different artist for each topic which link to topics or skills being taught. (See Artist grid). Skill and techniques are also progressive and outline in the artist grid to ensure progression throughout Key stage 1 and 2.

Each piece of work in the sketchbooks have a date and title.

Final Art pieces are used to assess understanding of a topic.

Children evaluate their own work and others work at the end of each unit.

All children create a pencil drawing of the same picture each year. These are collated to assess the progression in drawing skills and can be observed across 4 years to show progress.

Success in Art is acknowledged and celebrated through displays in classrooms and around school or within the School Art Gallery.

(See the display policy for guidelines.)

## HEALTH AND SAFETY

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices.

Teachers and children should be aware of potentially dangerous materials and tools in relation to their storage and use.

## ROLE OF THE CO-ORDINATOR

### Co-ordination

- Ensuring that the art policy is implemented consistently throughout the school.
- Establishing progression throughout the school.

### Resources

- Organising resources to support the school art policy and schemes of work.
- Co-ordinating purchasing, organisation and distribution of resources.

### Staff Development and Support

- Arranging in-service support.
- Providing advice and assistance to staff.

*Mel Errington, Art Co-ordinator, January 2022*

*Next review date - January 2024*