Westgarth Primary School

Art, Craft and Design Policy

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake

Introduction

Art, craft and design is a practical and creative subject. Here at Westgarth, we believe art, craft and design engages all pupils' imagination and values their originality; whilst stimulating their creativity and inventiveness. Children learn to explore and excite their ingenuity through their active participation. It is fundamentally a means of personal expression and gives them the skills, concepts and knowledge, necessary to express individual responses to ideas and experiences in a visual or tactile form.

This policy reflects how we, at Westgarth Primary School perceive Art, craft and design. 'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nations' *NSEAD*

Aims for Art, Craft and Design:

- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Teaching and Learning

'Every child is an artist. The problem is how to remain an artist once we grow up." ' ~ Pablo Picasso

Here at Westgarth Primary School, we value the importance of teaching art, craft and design by creating a safe and nurturing environment, in which pupils are encouraged to take creative risks and to learn from a journey of their individuality. This ultimately supports their wellbeing and resilience in learning and adapting an artistic process.

What we do:

- We aim to meet as far as possible the requirements of the National Curriculum through our year group topics.
- We follow bespoke curriculum coverage aimed to make the children have the skills and knowledge to create works, think critically and its importance on the contribution to our lives and others.
- Our medium-term plans, which we have adopted from the curriculum coverage, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance of each discipline and knowledge across each year group. Children are also involved in enrichment activities through whole school projects, visits, and special days/weeks to reflect the progression of their knowledge and explore other skills. Our art and design subject leader works this out in conjunction with teaching colleagues in each year group.
- We teach through a mixture of whole-class teaching and individual/group activities.
- The opportunity for visiting artists who work with children to give them the experience of working with a professional.
- To support each other by learning from teacher expertise in this subject and using the subject vocabulary and knowledge maps.
- Teachers have responsibility to teach and introduce key skills and ideas to pupils in such a way that each pupil can then explore his or her own creativity.
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area.
- We make sure resources are suitable for all abilities and adaptive for individual needs.
- For children to see that their work is valued, celebrated and displayed around the school.

How we teach this:

Practical Knowledge: Children develop this through the learning of;

- the formal elements of art: Colour; form/shape; line; texture; tone and Pattern.
- **Drawing, painting and sculpture**, printmaking, textiles, collage and digital media. This is introduced in Early Years and then they build upon the prior learning of the children **Theoretical knowledge;**
- Investigation work through the use of sketch books of an artist or discipline to explore and develop their skills and creativity using a wide range of media and artists.
- Children develop their knowledge and understanding of a range of artistic movements from many times and cultures. This has been mapped out to reflect different disciplines and eras of art. We endeavour to allow children experience more through the enrichment of the subject.
- **Disciplinary knowledge;**

- What is art? Why do people make art? How do people talk about art?
- To encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them, we also build planned progression into our plans, so that there is an increasing challenge for the children as they move up through the school. Pupils should gain an understanding of the development of art over time and learn which art they prefer and be able to justify those decisions

- Art, craft and design is of vital importance to children's wellbeing so time is allocated to support specifically selected children to work with an art therapist when funds allow. All children take part in a reflective portrait task during mental health week.

Sketchbooks

- Sketchbooks should be owned by the pupils, it's not just a book - it is a space where children can freely express, create, develop and learn, often with limited guidance from the teacher.
- The sketchbook should be at the centre of their creativity; we encourage the importance of experimentation, exploration and pushing ideas in imaginative ways.
- As such sketchbooks should develop personalities (a class of sketchbooks will probably not look alike).
- Sketchbooks should be used to gather, collect, experiment and reflect. In this way it becomes a special sort of diary, a journal of thoughts and experiences.
- Reflective on the children building on their skills from each year group.
- Skills are revisited and the use of ongoing sketchbook work underpins this process in drawing, painting, sculpture/3D, collage, printing and digital media.
- Teachers should not be afraid if sketchbooks seem chaotic – we should encourage a sense of pride in their sketchbook but it is a place of discovery not a final piece.

Key Stage 1

Pupils should be taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- *to begin their journey in creating sketch books to record their observations and use them to review and revisit ideas
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Foundation Stage

We recognise that Art plays a significant role from an early age and is a great starting point for children to develop language and communication between their peers and members of staff when they arrive at Westgarth. Foundation Stage plan art and craft sessions to relate to the creative development of the children as part of their Expressive Arts and Design framework. We allow children to express themselves through a range of different media and materials. Through their active participation pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement

In nursery children create closed shapes with continuous lines, and begin to use these shapes to represent their ideas. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing as well as being inspired by the work of famous artists.

In reception the children return to and build on their previous learning, refining ideas and techniques, developing their ability to represent them. They develop and represents their own ideas through experimentation with diverse materials e.g. light, projected images, loose parts, water colours, powder paint, to express, communicate their discoveries and understanding. as well as being inspired by the work of famous artists.

Assessment

Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills and knowledge they acquire and what they know about the tools and materials they use. Taking into account what they know about the world of art, craft and design.

How we do it:

- We assess the children's work in art and design whilst observing them working during lessons.
- The children self-evaluate, sketchbooks are used to record some work and aid teacher assessment.
- We consider both the quality of the products make and the skills they exhibit as they use tools, materials and processes.
- We listen to pupils talking about art, craft and design and read what they write.
- Assessments are used over time to show their mastering of each skill by their year group teachers.
- Children reflect on their learning after each artist in floor books (FS&KS1).
- This is monitored and kept up to date by the art lead.

Art, Craft and Design Cross Curricular Links

Wherever appropriate art is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

•Music can evoke different moods and provide a stimulus for artistic interpretation.
•Drama can be used to gain confidence to aid dramatic effect and expression in their work.
•History: study of the different movements of art and the importance of famous artists and craftspeople from all cultures and years.
•Creative writing: Art of all disciplines can help to stimuli descriptive language for creative and imaginative writing.
•Speaking and Listening: Art and design contributes to the teaching of English in our school by encouraging 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 to say what they think and feel about them.
Maths: can help giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions and to devise sequences and patterns.
•RE Multi-Cultural: studying art from other cultures and religious traditions can help children to understand and respect them.
•ICT: Children use software to explore shape, colour and pattern in their work. All children can collect visual information to help them develop their ideas by using iPads, digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

- D&T: Children use art in their design process and aids their ideas.
- Wellbeing: Art, especially through colour evokes emotions and allows a child to explore feelings through their pictures and can support children who might find somethings overwhelming.

Spiritual, Moral, Social and Cultural Development

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. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Resources

- We have a wide range of resources to support the teaching of art, craft and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store. This room is accessible to children only under adult supervision.

Community Links and Events at Westgarth Primary School

The visual impact of work reflects the children's sense of pride in their artwork and we believe that Art, Crafts and design enriches the lives of people, and so we endeavour to involve as many children as possible in art and design activities at school and within the wider community. This can be through display special art days, Christmas card/tea towel designs, community art projects with the church and across the trust.

Role of the class teacher

- To ensure progression in the acquisition of each skill with due regard to the National Curriculum for Art.
- To develop and update skills, knowledge and understanding of Art.
- To identify inset needs in art and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for art liaising with coordinator where necessary.

Role of the coordinator

The coordinator is responsible for coordinating art throughout the school.
This includes:

- Ensuring that statutory requirements within the National Curriculum for art and assessment are met.
- Fostering cross-curriculum links through the skills base curriculum throughout school.
- Ensuring continuity and progression from year group to year group through monitoring sketchbooks and planning.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.

- Assisting and supporting colleagues in the implementation and assessment of art throughout the school.
- Evaluate the strength and weaknesses in the subject, indicating area for further development and improvement. This is recorded in the School Development Plan.
- Raising the profile of art throughout school.
- **Signed:** Mrs J Dixon