



Aim High

Never Give Up

Follow Your Dream

Lead By Example

## ART AND DESIGN POLICY

Ratified By	Curriculum Committee
Date	08/02/2021
Minute	10
Review Date	Spring 2024
<b>Policy Statement</b>	
What is the policy for?	This policy is for all members of the Norwood Primary School family to ensure that there is a common and consistent understanding of what we expect from our children
Who has devised and contributed to this policy?	This policy has been devised by the Art Leader in consultation with staff
How will this policy be communicated?	The policy is available on the school website and a copy is available from the school office. Supporting materials are displayed around school
How will this policy be monitored?	Governors will monitor this policy through the Head Teacher reports and through Governor visits/days
Which other policies are linked to this policy?	All Safeguarding policies, with specific links to Anti-bullying. Home School Agreement and Code of Conduct.

## Statement of Intent

The purpose of writing and implementing this policy is to raise and maintain educational standards within school. 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. Art and design is essentially a means of communication and plays an important part in children's creative and sensory development. It is the expression and appreciation of ideas, thoughts and feelings through a variety of two and three-dimensional media. It allows children to make thoughtful judgements about life and helps them to shape the environment and also to understand how art and design has both reflected and shaped the history of our nation.

## Implementation

Our Art and Design curriculum is based on the National Curriculum which provides a broad framework and outlines the knowledge and skills taught in each Key Stage.

The national curriculum for art and design aims to ensure that all pupils:

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

Norwood School recognises that children need to develop certain skills, understanding and appreciation of the visual world. We aim to develop skills in the following area:-

- Develop and stimulate children's imagination and creativity by providing a range of visual, tactile and sensory experiences.
- Develop children's aesthetic sensibilities and enable them to make informed judgements about art.
- Develop children's understanding of colour, form, texture and pattern. Provide particular activities that give children the ability and skills to realise their ideas in drawing, painting, sculpture and other craft techniques.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their artwork.
- Develop skills in observation and analysis and critical responses to their own work and those of others.

In Early Years Foundation Stage (EYFS), discrete subjects are not taught, thus Art comes under the Expressive Arts and Design area of learning with focus on planning for Art is not explicit, but is made accessible to the children through the variety of themes they are taught.

In KS1 and KS2, Art and Design is taught through theme learning. Curriculum overviews are in place for each year group which inform planning for Art and Design.

Teachers are provided with PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

- A means to display and celebrate the pupils' artwork in their class.

## Resources

Children are taught to use sketch books as a working record of their ideas and skill development. The school has an expanding bank of materials and equipment to cover the above areas. School is equipped with a basic stock of paint, brushes, paper, glue, crayons. In addition, there is a stock rooms of more specialist equipment such as textiles, paints, clay, printing blocks and rollers

## Teaching and Learning

A range of styles are necessary for the teaching of art and our teaching includes opportunities for:

- Exposition (a comprehensive description and explanation of an idea or theory).
- Appropriate demonstration of techniques.
- Investigation and exploratory work.
- Use of computing resources.
- Whole class, group and individual work.
- Use of support staff
- Discussion of children's and others work.
- Cross curricular links.

Within school these competitions can involve such things as Easter egg decorating and designing book covers or posters for Book Week.

There is also an after school art club run during the year for children, which focuses on developing such skills as drawing and painting.

The school has good facilities to develop the links between computing and art. It has specific programmes to develop both art and computing skills. Early Years and Year 1 have access to iPads to produce and edit images. Every class has a Smartboard and projector with which to share images, artists' work using online galleries and also to demonstrate how to use graphic applications. Other classes have access to laptops to develop art skills and knowledge.

## Cultural Capital

**Cultural capital** is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success in our stratified society.

**Cultural capital** gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial **capital**.

**Cultural capital** is having assets that give pupils the desire to aspire and achieve social mobility whatever their starting point.

Norwood school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

At Norwood School we endeavour to ensure that children should use their hands to twist, to bend, to shape the form of objects, to mould and form different shapes out of soft materials, to feel, to cut, to tear, to form, to join, to draw, to paint, to make. They should also explore and experience exposure to art. All of these things are essential to development as a human being. Their confidence in doing this is part of their cultural capital.

## **Equal Opportunities**

Equal Opportunities All children regardless of race, gender and physical and intellectual ability will be given access and opportunity to use art equipment and develop their skills. Adult supervision and encouragement will be provided to small groups and individuals where appropriate. SEN children are actively encouraged to use art and 3D media to develop an understanding of other curriculum areas such as making the alphabet in clay. There is opportunity to explore and learn about other cultures that children in the Western world might not be familiar with.

## **Monitoring and Assessment**

Much of the monitoring is done through observation of children using different techniques, discussion and finished work. Digital images are taken by staff to provide evidence of children working and to record 3D objects that have produced. Teachers use their own skills in assessing whether children have problems or need challenging in art e.g. reinforcing a particular technique.

## **Health and Safety**

All children are taught to use and look after equipment safely and correctly. Children are supported appropriately by adults when using tools for cutting.

## **Display**

Displaying children's work in all curriculum areas in the classroom and around the school has both a positive and educational role to play in supporting their learning. Although display does encompass a range of curriculum areas it is fundamentally linked to art through its visual qualities. A high standard of display encourages children to value their own and others work. It can provide learning opportunities through interactive problem solving, particularly through science, literacy and mathematics. It also supports the ethos of the school by providing a bright and stimulating environment. There are several boards in each classroom and resource area. Often display boards reflect current topics or special events such as book or science week. On occasions staff will discuss and agree themes for the display boards to ensure continuity throughout the school. Children are actively involved in producing work and ideas for display work regardless of their ability. They are also encouraged to look after and value each other's work.

## **Impact**

Artwork produced is of high quality and children take pride in what they produce. Displays around school reflect a broad and balanced curriculum. The content of art lessons is meaningful to pupils and enriches work in other areas across the curriculum. School benefits from the expertise of an art specialist who supports staff effectively in the delivery of the curriculum.

Pupils' work shows progression over time. Sketch books provide a journal to record observations and are used to review and revisit ideas. Sketch books contain experimentation of skills, photographs and reflections, showing ideas and development rather than final pieces which are displayed throughout school.