

Matthew Arnold Primary School



Art and Design Policy

Signed _____ Chair of Governors

_____ Head Teacher

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Rationale

At Matthew Arnold we believe that teaching and learning in art is important because it stimulates creativity and imagination. The purpose of art and design is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a pictorial, sensory or concrete form. It intensifies their imagination and is an essential means of individual expression.

Art and design 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. 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

We follow the National Curriculum for Art and Design, supplemented by resources from our own planning. We teach the compulsory strands of drawing, painting and sculpture, as well as collage and printing. We chose these areas as the others can be incorporated into D&T and computing. Our crucial knowledge documents have a focus on the children knowing more and remembering more as they progress through school.

Aims and objectives

At Matthew Arnold we aim to offer opportunities for children:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work.
- 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 pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

Key Stage 1 & 2

Each child has their own Art and Design sketchbook which they will take with them to their next class. This provides a record of the child's learning and progress in art as part of their art portfolio. The sketchbook is used as a way of exploring and recording ideas. Sketchbooks should show the learning journey to the final piece of artwork. Their sketchbooks should be seen as a place to practice and develop skills.

To develop the children's substantive knowledge, they explore the history of artists and their creations and how the art is made. To develop children's disciplinary knowledge, the children lead discussion about their art using key vocabulary for the different elements of art displayed.

Through art and design children have the opportunity to:

- Work individually, in pairs or in larger groups.
- Use first-hand experience.
- Initial investigation work using sketch books.
- Use a range of materials (2D and 3D), ICT, artefacts and visits out in the local area.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Evaluation of ideas, methods and outcomes, thinking critically like an artist.
- Children to have their work valued and celebrated.
- To learn about great artists, architects and designers in history.

Teaching and learning style

Matthew Arnold Primary School uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them through evaluating existing products. 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.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by adapting the challenge of the task to the ability of the child. 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;
- setting different outcomes for children that require support;

- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Art and design curriculum planning

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our art and design subject leader has planned the curriculum across the school to ensure it is progressive and provided opportunities to reinforce and develop skills. The curriculum is carefully planned in strands so that teachers can easily identify and consolidate prior learning.

Our medium-term plans give details of the objectives to be covered across each unit of work for each half term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for reviewing and adapting these progression maps.

The subject leader has developed crucial knowledge planning sheets for each unit which details the 6 lessons across a term and what key teaching should take place in order to allow clear progression throughout the school.

Each unit of work is based on a progression of research, practice and application. Our school planning preform is designed in a way to support this.

The Foundation Stage

We encourage creative work in EYFS as this is part of the Early Years Curriculum. We relate the creative development of the children to the objectives set out in Birth to 5 and leading to the Early Learning Goals, which underpin the curriculum planning for our children aged two to five. The children's learning includes art, music, dance, role-play and imaginative play. Much of this is in expressive arts but can be cross curricular in other areas too. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

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 have an annual art week, where children work with an artist, and other adults based on a specific theme. The activities that they take part in are imaginative and enjoyable.

Contribution of art and design to teaching in other curriculum areas

English

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.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape, space and measure through work in two and three dimensions.

Computing

We teach art and design through computing where appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas through research using the internet. Children also to use coding to design animations and games including the designing of characters. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

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.

Teaching art and design to children with special needs

We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their Learning Plans.

At Matthew Arnold we have a Language Resource base, a specialist provision for children with special needs. These children follow the whole school art curriculum at an adapted level.

Access to the curriculum

Matthew Arnold Primary School recognises that all children have an entitlement to a broad, balanced and relevant curriculum, which is adapted to enable children to: understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is adapted when appropriate and we use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation.

Specific Learning Difficulties

All staff have regular training on approaches and can consider these when working with children with SpLD. This includes access to appropriate resources for pupils, teachers and LSAs.

Assessment and recording

We assess the children's work in art and design whilst observing them working during lessons. Some of this may form displays or be showcased in floor books. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum programmes of study. The teacher records how each child has made progress, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Resources

We have a wide range of resources to support the teaching of art and design across the school. Resources and specialised equipment is kept in the art and design storage areas.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design lead will contribute to the school improvement plan, in which s/he evaluates the strengths and areas for improvement within the subject. The subject leader will carry out regular book looks, learning walks and pupil voice to keep up-to-date with the teaching of art and design.

This policy is available in alternative formats on request.