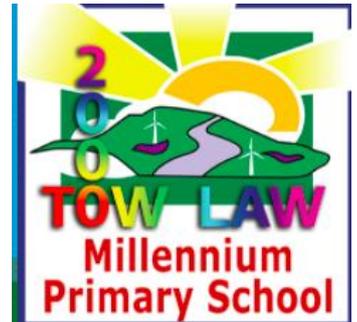


Tow Law Millennium Primary School

Art and Design Policy



Aims and Objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special 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. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists, craftspeople and designers. Through learning about the artists, craftspeople, 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.

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople, architects and designers.

Teaching and Learning Style

The 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. 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, including ICT.

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 matching 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 and challenge for pupils;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults (where available) to support the work of individual children or small groups.

Art and Design Curriculum Planning

We use the National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for Art and Design. We use Kapow Primary as our base for planning and topics.

Our curriculum planning is in three phases (long-term, medium-term and short-term). The long-term plan maps the art and design curriculum aspects to be studied in each term within each class. The art and design subject leader works out this plan in conjunction with teaching colleagues in each year group.

Our medium-term plans give details of the objectives and topic focus for each term. These plans are saved in a planning file on the SharePoint. The art and design subject leader reviews these plans on a regular basis.

For short term plans each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class teacher keeps

these individual plans, and often discusses them with the art and design subject leader on an informal basis.

We plan the topics in art and design so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

The Foundation Stage

In EYFS pupils are taught art and design skills within the specific area of Expressive Arts and Design. Children are given activities through both focussed and child-initiated work to develop their skills and learning to meet the Early Learning Outcomes and Early Learning Goals for this area.

These early experiences include exploring and experimenting with colour and different forms of artistic expression. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity. Children are encouraged to work with a range of media, selecting appropriate resources and adapting their work where necessary.

Teaching Art and Design to Children with Extra Needs.

We teach art and design to all children, whatever their ability. Art and design also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children. Through this work we ensure that children who are MAT are challenged within their tasks and are given the opportunity to extend their knowledge, understanding and work further. Work in art and design also considers the outcomes set for individual children in their Support Plans where appropriate.

Assessing and Recording through progression grids

We assess children's work in art and design by making informal judgements as we observe them during each in art and design lesson. On completion of a

piece of work, the teacher marks the work and comments as necessary, following our marking policy. We record attainment by annotating medium term plans and by highlighting (orange - autumn, green - spring, yellow - summer) the progression grids to show the 'I can' statements covered during that term. We then make an overall judgement of emerging, developing or secure within that unit of work which is recorded using children's initials on the tracking sheet at the end of each term. Which is then recorded in an overview data tracking sheet at the end of each term.

Resources

There are a range of resources to support the teaching of art and design across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the art and design store.

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 subject leader reviews evidence of the children's work and may undertake lesson observations of art and design teaching across the school.

Signed: A. Mahon

Date: Summer 2025

Policy to be reviewed: Spring 2027