

Art and Design Policy

"Every Child is an Artist" – Pablo Picasso

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." – Albert Einstein

Rationale

At Wybunbury Delves we aim to '*light the spark for a love of learning and of life*' and believe Art and Design is a subject which offers the very best opportunities to achieve this. **We adopt SPARK approach to learning** to foster and maintain children's creativity.

Why do we teach Art?

At Wybunbury Delves, art and design is a subject that allows the children to express their individuality freely whilst encouraging them to be innovative and imaginative. It is a significant part of our broad and balanced curriculum and can be seen integrated into all areas of learning. As the children progress through the art curriculum they develop and extend on skills that allow them to experiment, invent and create their own pieces of art which are based on their individual thoughts and opinions. We ensure that all children will develop an increasing awareness of different artists, craft makers and designers whilst exploring their distinctive styles and understanding the historical and cultural differences involved.

The aims of Art and design are to:

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
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

and in our school to:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding the world;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craft makers and designers, and help them learn about the historical and cultural development of their art forms.

Curriculum and School Organisation

We use the AccessArt split curriculum to inspire our curriculum design. Planning for learning and a sample of learning outcomes can be evidenced through staff planning documentation, website news, children's books, SeeSaw evidence and photographs. We aim to teach Art as part of a broad and balanced curriculum. We seek every opportunity to develop Art with cross curricular links to Literacy, Computing and Design and Technology and any other subject when suitable. See 'Art Skills Progression' document and the 'Art Subject Overview Table' for further detail.

The skills and learning covered in each year group

Area: Expressive Arts and Design

The art in **preschool and reception** will be focused on the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

National curriculum Subject content

EYFS

The EYFS breakdown divides this area of learning into two main aspects:

- Exploring and using media and materials

This area will allow learners to be introduced to creative experiences like exploring art materials, learning about tools and experimenting with colour, texture and form.

- Being imaginative

These elements of the curriculum allow your child to use what they have learnt to express themselves in original ways, expressing their thoughts, feelings and ideas.

Key stage 1: Pupils should be taught:

- 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
- 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 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.

Pupils should be taught:

- 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

Teaching and learning style / The Learning Environment

Art is taught through a combination of direct teaching, providing children with real experience, use of teacher-prepared materials, other artists' work, educational visits, artists-in-residence and other resources such as TV and Information Technology. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Children are given opportunities for exploration and experimentation and instruction in handling tools and materials. Each term, the children's learning is based around one of the 3 key pathways: drawing and sketchbooks, surface and colour and working in three dimensions. Teachers draw attention to artists and to allow creativity to develop, Art books are kept as a creative space and the conscious choice has been made to not include titles or learning objectives. Teachers encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Class teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

Equality and Inclusion

All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We believe that we should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Setting suitable learning challenges.
- Structuring activities so all are fully involved. For instance, all children must have a 'job/role' within an activity to ensure everyone takes part and is involved.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a lesson for the whole class to share their ideas and work.
- Recognising the need to extend and provide a greater challenge for more able pupils.

Curriculum Enhancement Opportunities

Competitions e.g. Christmas card through local MP etc

Gallery through Display to celebrate and value children's work

Visiting Artists – professional (paid) or amateur (voluntary) eg Twigtwisters, felt workshops, grant aided.

Curriculum Impact

We use monitoring throughout the year to gauge the impact of the curriculum design. Monitoring the standard of children's work and the quality of teaching in Art is the responsibility of the Art Subject Leader. The Art Subject Leader monitors the subject by doing the following: reviewing learning, evaluating pupil voice, inviting in a 'Critical Friend', providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps; the Art Subject Leader is responsible for supporting colleagues in the teaching of Art, informing staff of developments in the subject and for providing a strategic lead and direction for the subject in the school. The Art Subject Leader provides an annual curriculum review and feedback form which will be shared with Governors at the annual Curriculum meeting. Assessment of children's learning takes place at the end of a series of lessons through the class teacher's judgments and AfL.

Curriculum Risk Assessment

Staff are asked to use professional judgment with regard to pupil safety in individual lessons. Where it is deemed necessary, individual lesson risk assessments will be completed. The pro forma for this is in the Subject Leader folder on the t:drive. Links with other subjects We seek every opportunity to develop history with cross curricular links to all areas of the curriculum when appropriate.

Links with Other Subjects

Coverage of Art in each year group is integrated where possible into cross-curricular study work plans.

Reviewed by Miss Pennance 2025