



William Gilpin Church of England VA Primary School Art & Design Policy

Aims

At William Gilpin CE VA Primary School, our aims reflect those within the National Curriculum as outlined below.

'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 nation.'

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.*

National Curriculum 2014

Art at William Gilpin embraces the school's unique and beautiful surroundings. The New Forest's natural beauty provides the opportunity for children to explore and engage with the outdoors. Children are exposed to different artistic techniques, enabling them to creatively uncover what aspects of art they enjoy, with teaching facilitating this journey. The children's creativity and imagination is encouraged and confidence therefore developed, empowering each child to believe that they are an artist in their own right.

Teaching and Learning

The subject specific pedagogy delivered throughout Art at William Gilpin is consistent with the expectations of the National Curriculum. Art is delivered as a clear journey, with the process of discovery at the heart of each task. Children are expected to develop understanding of a selection of artists, some local to the New Forest, some widely recognised.

The school uses a variety of teaching and learning styles in art lessons by:

- Providing a balanced programme of art and design activities that include drawing, painting, printing, textiles, collage and sculpture, connecting with the work of artists and using IT where appropriate.
- A mixture of whole-class teaching and individual/group activities.



- Staff ensuring that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work.

Effective Teaching Will Include the Following Strategies:

- **Observation** – looking at, recording visually and describing verbally, the world around them, taking photos, drawing from observation, rubbings etc.
- **Research** – looking elsewhere for related imagery and at the work of other artists and designers past and present.
- **Experimentation** – using collected imagery to experiment with different ways of working and materials, in both imaginative and representational outcomes
- **Documentation** – to keep a record/diary of this creative process, to encourage the use of personal sketchbooks showing the development of ideas
- **Outcomes** – a final piece or several pieces of work – a favourite experiment that can be displayed.

The process above can be adjusted to suit each age group and ability to ensure all are able to achieve. All children should be able to see how an idea can be used and developed into a range of different outcomes. In Key Stage 2, each child will record their ideas, observation, research, experimentation and outcomes in a personal sketch book.

Art and design contributes to the learning in other areas of the curriculum. In English, art and design enhances the presentation of ideas and response to texts studied in class. Exploration of shapes and patterns supports the learning of 2D and 3D shapes, symmetry and rotation in Maths. The study of famous artists supports learning in History. Children explore and develop skills using technology and software.

Progression

All teachers will use the progression maps to plan their teaching and assessment. This ensures progression in skills and knowledge throughout the school and that teaching of skills is developed as children progress through the school.

Foundation Stage

In the Reception Class, art and design is an integral part of the Early Years Foundation Stage. Art and design is named in the 'Expressive Arts and Design' area of learning alongside design and technology, music, movement, dance and role-play. Children learn to 'safely use and explore a variety of materials, tools and techniques,



experimenting with colour, design, texture, form and function' and 'use what they have learnt about media and materials in original ways, thinking about uses and purposes'.

Inclusion

Everything reasonable will be done to ensure that children with disabilities and SEN have as full an access to the art and design curriculum as possible.

Health & Safety

At William Gilpin, we want all children to learn art and design in a safe manner. We recognise that there are risks to be considered in the teaching of art and design. Teachers are expected to risk assess where appropriate and are all aware of how to access CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Equipment) resources and hazard cards. There are specific risk assessments for some activities, for example the use of batteries and tools and equipment.

Impact

In order to monitor the impact of the quality of education within art and design we use a number of approaches. Learning walks, work scrutinies and pupil conferencing are used to assess how children are progressing towards the National Curriculum attainment targets in addition to assessing the quality of teaching in the subject.

We aim to collect a broad range of evidence to monitor the impact of art and design at William Gilpin CE VA Primary School. Below is a list of forms that evidence may be collected.

- Learning walk/work scrutiny summaries
- Photographic evidence
- Samples of children's work
- Displays
- Interviews or focus groups with children or staff

In addition to the above, we also assess children's progress against the National Curriculum at several points throughout the year. Teachers assess children's understanding through formative assessment in the classroom and foundation subject conferences with children. Reporting statements are used to ensure we assess children against key areas within the art and design curriculum, these are reflective of both knowledge and skills. Parents receive this information in an annual written report in the summer term.

Monitoring and Review

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 and the Headteacher.



This policy will be reviewed in the Autumn Term of 2024 or in the light of any significant developments.

Signed:

Chair of Governors

Date: December 2019

Impact

We assess the children's work in art and design by making informal judgements as we observe them during lessons. On completion of a unit of work, we make a summary judgement about the work of each pupil based on whether pupils are working at, above or below age related expectations.

In order to monitor the impact that Art has on the children, the subject leader conducts Learning Walks (including work displayed) and scrutinises sketchbooks.

Children should successfully achieve the Art attainment targets outlined in the National Curriculum and the school aims. Children should demonstrate clear progression in the work produced.