

# AYCLIFFE DRIVE PRIMARY SCHOOL



## ART POLICY

Updated February 2020  
To be reviewed 2023

### Curriculum Committee

**Staff Responsible**

Mrs K Young & Mr M Green  
Mrs R M H Green  
Curriculum Governors

Art Leaders  
Head Teacher

## **Aycliffe Drive Policy for Art and Design**

Art and design is a part of the curriculum that focuses on how we respond to and interpret the world around us, through our imagination and creativity. It allows children to communicate what they see, feel and understand through the use of colour, shape, texture, pattern, different materials and processes.

### **How do we teach Art and Design?**

This policy outlines the teaching, organisation and management of the art and design taught and learnt at Aycliffe Drive School.

The school's policy for art and design is led by the National Curriculum guidelines for Key Stages 1 and 2.

The school strives to incorporate the maximum amount of cross curricular links into planning for this subject. In addition to this, the school will also incorporate the 'Take One Picture' project (an initiative from The National Gallery) and 'Take one Artist' project, into their yearly planning. Through this, the children get the opportunity to learn about great artists, communicate their response to these works and engage in art and design activities inspired by them. This also provides a whole school approach to art as everyone learns about the same picture/artist in our projects. It encourages children to take pride in their work, as it is displayed in a gallery for the whole school and parents to view. It allows the parents to be involved in the learning process.

We have designed our curriculum around the skills taught in art and design and have clear expectations of how these develop over time. Our 'Take One Picture/Take one Artist' projects showcase this.

The implementation of this policy is monitored by the Art and Design Leader.

### **AIMS**

The main aims of art and design are to:

- 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.

These objectives can be met if we enable children to:

- Use their art books to both record observations from first-hand experience and develop ideas and designs from their own imaginations
- Use their own ideas, design to generate images and artefacts
- Recognise patterns and textures in natural and man-made forms
- Begin to understand how images are made using line and tone
- To use colour in a variety of ways and with a range of media
- Begin to understand how shape, space and form are used in images and artefacts
- Study work in a variety of genres and styles from the locality

- Study great artists, designers and architects from the past and present and from a variety of cultures
- In both of the above, children will be encouraged to respond to and express an opinion on the works they encounter, using appropriate 'art vocabulary'
- Take time to respond and evaluate art, craft and design (including their own work and that of others)
- Experiment with tools and techniques for drawing, painting, print-making, collage, models, textile work and clay work
- Work on their own or in collaboration with others

Differentiation in many art and design activities will be by outcome.

## **EQUALITY AND ACCESSIBILITY**

We are committed to providing a teaching environment conducive to learning and are very proud of the quality of displayed work around the school. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture and disability. The Equality Act (2010) requires all schools to promote equality of opportunity for all pupils. In art and design we will meet this duty by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

## **TEACHING OF ART AND DESIGN**

In Key Stages 1 and 2, the time allocated to the teaching of art and design is flexible as children are taught through a mixture of discrete subject teaching and a thematic approach. Some topics have a strong focus on art and design whilst others are more focussed on the subjects. Therefore although the time allocation is varied, planning ensures adequate coverage of the National Curriculum programme of study. (See long term and medium term planning).

### **How do we plan the art and design curriculum?**

- Teachers in Aycliffe Drive School have two days of non-contact time each term in order to plan co-operatively within Key Stages
- Staff plan the coverage of skills in a variety of ways in order to allow for teacher individuality whilst still fulfilling National Curriculum requirements.

### **How do we assess art and design?**

- The progress of all pupils is tracked and assessed using National Curriculum Levels by the class teacher.
- At the end of each academic year pupils progress is judged against age related targets

- The subject leader has an over view of the entire school and carries out appropriate analysis.

## **How do we monitor art and design?**

The subject Leader monitors via:

- Lesson observations or ‘learning walk’, where appropriate
- Work scrutiny including the art books
- Planning scrutiny
- Use of photographic evidence
- Use of display
- Budget
- Art Galleries

The headteacher and senior leadership team monitor art and design via:

- The action plan in the current School Plan
- Subject Leader feedback
- The budget reports
- Overview of the whole school tracking

The governing body monitors art and design via:

- Curriculum Committee
- The current SEF
- The current School Plan
- The review of the previous year’s School Plan
- Displays around the School IT Systems Support
- Headteacher report
- Curriculum handbooks
- Link Governor Report

## **School Plan**

- The subject leader evaluates the success of the current School Plan
- The subject leader identifies the needs for the next School Plan via
- The outcomes of the monitoring and assessment feed directly into the action plan for the following year’s School Plan.

## **What training is offered to staff?**

- Continual Professional development via courses and INSET often informed by the current School Plan
- Advice from the Subject Leaders

## **How are Parents kept informed?**

- Twice yearly parent/ teacher consultations
- Written annual report to parents

- Termly curriculum handbook or statement
- Art galleries
- Displays around school
- Class assemblies