



# Policy Statement

## Art & Design

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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.

At Perton Primary Academy, we aim to enable children to develop their skills and knowledge through first-hand experience and exploration, using their own imagination through visual, tactile, and sensory experiences. Pupils use colour, pattern, form and texture to communicate what they see, feel and think. They explore different artists and learn about the diverse roles and functions of art in different times.

Creative skills are developed through planning, designing and making activities. The use of these skills is encouraged in other subject areas.

### **What does the National Curriculum say?**

#### 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.

*"Everything starts from a dot"*

*Wassily Kandinsky*

## **How is Art and Design taught at our school?**

### **Prior to Key Stage 1**

Before embarking on Key Stage 1 work, many of our children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- exploring colour, texture, shape, form and space in natural and made objects, including resources from different cultures, and in their environment;
- being stimulated to think about and respond to what they see, touch and feel, in different ways;
- using their imagination and expressing their ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making;
- being imaginative and creative and making connections between one area of learning and another.

We aim to build on these early experiences.

During Key Stage 1, our art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

#### **How:**

- We explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, and pattern and texture to represent their own ideas and feelings;
- We focus on the work of artists, craftspeople and designers by asking and answering questions like: 'What is it like?' 'What is it made from?' 'How is it made?' 'What do I think and feel about it?'

During key stage 2, our art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

#### **How:**

We improve their control of materials, tools and techniques and they become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think;

- We increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: 'What is this work about?' 'Why was it made - for what purpose?' 'What visual and tactile

elements are used?' 'How are they combined and organised?' 'What materials and processes were used to make it?' 'How are these matched to the purpose of the work?' 'When and where was it made?' 'What do I think and feel about it?

In relation to the stated aims, the practice of art at Perton Primary Academy:-

- We introduce a range of two and three dimensional art, craft and design activities in a systematic way which encourages confidence and progression in both understanding and skill;
- We provide opportunity for creative responses to a variety of starting points, and encourage selection and control of appropriate tools and materials;
- We allow time and space for experimenting with materials and ideas in a creative environment;
- We encourage skills of observation and recording from a variety of natural and made sources and help children to understand how such skills are applied in a variety of contexts;
- We recognise and use the visual and tactile elements in carrying out a range of clearly targeted and appropriately resources tasks;
- We consider works of art, craft and design from a wide range of times and cultures, and where possible relate them to practical activities and other forms of informed response;
- We provide opportunity for children to discuss and review their own work and that of others, which can include aspects of evaluation and assessment where appropriate.

### **SEN/DSF Statement**

All children, regardless of ability and behaviour, are valued equally at Perton Primary Academy. SEN children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum including Art and Design. Every effort is made to ensure the safe inclusion of all children in planned activities and all children are encouraged to participate with appropriate support.

- Learning opportunities are well planned to ensure progress is made in the short, medium and long term
- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and children feel safe.
- There are strong links between home and school and the importance of Parental involvement in their children's learning is recognised, valued and developed.

In order to meet the needs of all children we are actively working towards '**Enhanced Dyslexia Friendly Schools Status**'. We believe that this will not only benefit children

with dyslexic tendencies but will also have significant impact on other pupils whose English skills are not appropriate to their age, as strategies that are good for the learners with dyslexia are good for all pupils. These strategies will be used across the whole curriculum in all subjects.

**Transfer Information**

The academy will provide schools in the next phase with copies of long term planning on request and a 'best fit' assessment of each pupil.