# A logo of a tree  Description automatically generatedA blue and black logo  Description automatically generatedAshdon Primary School

**Art Policy**

**Rationale**

***At Ashdon Primary School we believe that 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 and enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.***

**Aims**

* *To enable children to become visually literate and understand that art is a form of communication.*
* *To enable children to use a wide range of media to communicate ideas and feelings.*
* *To nurture and harness creativity and acquire and develop a range of skills and techniques.*
* *To develop children’s capacity for imaginative and original thought and to try out ideas without the fear of failing.*
* *To enable children through observation to learn about the world around them.*
* *To help children to learn about the role of art, craft and design in their environment and take inspiration from it.*
* *To enable children to become independent in the planning and reviewing of their work*
* *To enable children to develop their full potential confidently and independently.*

**Implementation of the Policy**

At Ashdon Primary School art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

* *Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.*
* *Having the opportunity to examine natural objects, everyday artefacts, historical artefacts. Developing clear links between art and design.*
* *Encouraging children to work individually, in pairs, small groups and as a whole class when required.*
* *Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.*
* *Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.*

We have created a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent to work and think like professional artists.

The key concepts in art and design we plan a progression for are as follows:

* *Drawing*
* *Painting*
* *Printmaking*
* *3D*
* *Textiles*

**The Early Years Foundation Stage**

At Ashdon Primary School we encourage creative work as this is part of the foundation stage. We relate the creative development of the children to the objectives set out in the early learning goals, which underpin the curriculum planning for children aged three to five. The children’s learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

**Key Stage One**

At Ashdon Primary School during key stage 1, 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.

**Key Stage Two**

At Ashdon Primary School during key stage 2, 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.

During each year, five genres of art are taught on a 2-year cycle to ensure clear coverage for the mixed age classes. These are: drawing, painting, printmaking, textiles and 3D. These areas are taught under the umbrella title of each topic.

**Differentiation/Responsive Teaching**

At Ashdon Primary School 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 where not all children complete all tasks;*
* *Grouping children by ability and setting different tasks for each group;*
* *Providing a range of challenges with different resources;*
* *Using additional adults to support the work of individual children or small groups.*

**Health and Safety**

The Staff at Ashdon Primary School are responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art leader are responsible for the supervision of activities such as cutting with scissors or a paper-cutter and using glue guns safely. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the art leader.

**Resources**

At Ashdon Primary School there is a wide range of resources to support the teaching of art and design across the school.

Classrooms have a store of basic resources. Specialist resources and equipment are stored in the stock-cupboard and should be returned after use.

Teacher resources and reference materials such as books and artefacts are kept in the resource room. Good quality posters are stored in the planning chests and labelled accordingly.

**Role of the Subject Leader**

* *To support colleagues in the teaching of art and design.*
* *To keep up to date on the use of art in the curriculum and attend training for subject leaders in order to feedback new information and ideas to staff.*
* *To monitor teaching and learning and the standards of children’s work.*
* *To regularly review and update the Art Policy and contribute to the school’s self-evaluation programme.*
* *To purchase and organise the appropriate art resources.*

**Assessment**

At Ashdon Primary School assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that skills are developed and progress made in the area of art and design. At the end of each unit children from Y1-Y6 are assessed against the end points identified on the art skills progression curriculum map.

The class teacher also evaluates each child’s skills by their use of a sketchbook. All children are encouraged to develop the habit of using these, primarily for developing ideas for their work and for working out ideas, plans and designs; but also, for recording, exploring and storing visual information which can be readily retrieved and used as reference. The class teacher can look back and reflect on the content and judge which they can use to further develop ideas, skills and understanding. It is important to extend children’s skills and allow them to practise regularly.

At Ashdon Primary School, displaying children’s work plays a positive part in the appraisal of art and design in the school; this gives it value and reminds the children what has been achieved, enabling them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways the children may have responded to the theme or starting point. Thus, the public display of art and design (and other curriculum areas) of each year group is much more than just a way of making the school look attractive; it also demonstrates the sequence and development of what has been learnt throughout the two key stages.

**Equal Opportunities and Inclusion**

At Ashdon Primary School our curriculum for art and design will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils participate in the art and design curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

**Monitoring and Evaluation**

At Ashdon Primary School the art subject leader monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

 The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

**Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school’s *Disability Equality Scheme*. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.