



Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
15/02/2018	Katy Fernando			

**Article 28:** Children have a right to a good quality education

**Article 29:** Children have the right to an education which develops their interests, talents and abilities

**Rights Respecting Schools**

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Art and Design policy	Aims Roles and responsibly of subject lead Teaching, learning and assessment across school Monitoring and recording Differentiation and inclusion Equal opportunities Cross curricular links Resources Healthy and safety	Aims and purpose of Art and design curriculum  Communication of expectations and standards in Art and Design  Non negotiables with teaching and learning of the creative curriculum	All Staff (Where Necessary)	Initially Completed on word document then saved onto schools system and shared with staff	Reviewed annually and updated when necessary

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		





## Art Policy

At Marlborough Primary School we believe that teaching and learning in Art and Design is essential because it stimulates creativity, imagination and inventiveness. The Purpose exploration and expression through creative education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression and responsibility.

***“Art has the role in education of helping children become like themselves instead of more like everyone else.”***

-Sydney Gurewitz Clemens

Art, crafts and design promotes 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.

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Through art, children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers.

Art and design has clear cross curricular links and gives children the opportunities to develop specific creative skills and reinforces skills already established.

## Aims

At Marlborough Primary School we aim to offer opportunities for children to:

- Foster an understanding and enjoyment of art, craft and design
- Experience a broad and balanced range of art activities and show progression within these experiences
- Show development of ideas and their own skills through the use of a sketchbook and practical art and design projects
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- Develop their use of a range of tools, media and processes

- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- Provide opportunities for studying historical, cultural and religious art
- Through art extend and enrich other curriculum areas

### **Role of the Subject Leader**

*The role of the subject leader is to;*

- Advise and support staff in planning, teaching and learning
- Support staff with art techniques
- Monitor and review teachers' planning as part of on-going subject monitoring and evaluation of practice
- To use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- Audit, identify, purchase and organise art resources for the whole school, ensuring they are readily available and well maintained
- Compile an Art and design portfolio of children's art work to evidence progression and examples of good practice for staff to refer to
- Promote Art and design throughout the school e.g. Art and design focussed competitions externally and internally and to organise art week during the summer term
- To monitor the use of sketchbooks/hot tasks/projects enriching the creative curriculum across the school

### **Teaching and Learning the Foundation Stage**

The different aspects of the arts are encompassed within Creative Development in the Early Years Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

### **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
- Learn 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

*Our planning includes opportunities for:*

- Children to work individually, with peers or in larger groups
- Preliminary investigation work through the use of sketch books

***First hand experiences:***

- Visiting artists to work with children to give them the experience of working with a professional
- The use of a range of materials (2D and 3D), ICT and media and visits out into the local community
- Pupils to see that their work is valued, celebrated and displayed around the School
  - Practical workshops in class using materials eg: clay, paint, charcoal, sketch pencils, pastels

**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 eg: pencil, charcoal, paint, clay
- About great artists, architects and designers in history

***First hand experiences:***

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**Art and Design Sketchbooks**

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. Pupils need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook. Each pupil has their own Art and Design sketchbook which they can express and record their own artistic ideas and this provides a record of the pupil's learning and progress in art and design.

**Recording Responses**

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. Pupils are

encouraged to refer to their sketch book as a place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to show the development of ideas.

Work should be dated with the question for learning so that it provides a suitable record for both the teacher and the pupil.

*Recording in the sketchbook can take many forms and can be used to:*

- Practise certain skills and features, and to gather information for use on a larger piece of work
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints; record details about the item being drawn or sketched for future reference
- Include sketches and working drawings for ideas of things the children want to make
- To gather information to give specific knowledge of how things are made or work.

*There are times where it is more appropriate to record on separate sheets of paper that can be stuck in at a later date. For example if a piece of writing is being made, it may be more suitable to complete this on lined paper.*

**The Art and Design sketchbook can be used to gather:**

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils achievements.

- Photographs
- Pictures from magazines, comics, cards, calendars, stamps etc
- Samples of textures, fabrics, and other materials
- Lists of resources that the children might need to produce a piece of art
  - Instructions and step by step methods to creating and making final pieces
- Colour strips from colour mixing
- Studies of the effects of media on different types of paper
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("I used my fingers to make a print.").

## **Resources**

Primary resources e.g materials and artefacts are stored centrally in the art area in practical room 2 and in 1 Banksy. It is important to ensure that resources are tidy and clean and ready for use. It is also important for staff to return resources as soon as they have finished with them in order to ensure there is enough equipment for the whole school to use.

Children will also use Secondary resources. The internet is a valuable resource for artist's work and we have a good collection of school library books relating to a range of artists. All the major museums and galleries have sites with a bank of materials.

## **Cross-curricular links**

*Opportunities will be provided to develop pupils:*

- Acquisition, understanding and use of vocabulary of art
- Creative skills
- Knowledge and understanding of the world around them
- Sense of time and place
- Awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

**Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:**

- History
- Literacy and Mathematics
- PSHE and RE
- Science
  - ICT

### **Use of ICT**

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

### **Literacy**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **PSHE and RE**

Personal, social and health education (PSHE) and citizenship Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.

Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

### **Health and safety**

Health and safety is important, particularly when working with tools, equipment and resources.

*Children need to be taught how to:*

- Use tools and equipment correctly
- Recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate. The risk assessment is completed using the school's proforma, which requires the signature of the Headteacher or Health and Safety Representative. Completed Risk Assessment Forms are completed for some activities. (See Risk Assessment Folder)

### **Equal opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra- curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

### **Differentiation**

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. 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 which are differentiated by task, expected outcome and/or support from peers or adults.

### **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. Children who have been identified as having a passion and talent for art design should be offered the opportunity to grow and embrace their full potential. For example being put forward for external creative projects and competitions. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and

methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work and educational visits.

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the art curriculum both inside and outside school.

## **Assessment and recording**

Each child has an art sketchbook which serves as a cumulative record of their work. Where questions for learning and success criteria is recorded alongside samples of children's work. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations. Children are able to move their learning on with next steps marking and feedback.

Attainment targets can be found in appendix 1, where ideas for targets are shared. Teachers can record the level they assess each child on.

## **Appendix 1**

### Attainment targets for art and design

#### Level 1

Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.

#### Level 2

Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.

#### Level 3

Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

#### Level 4

Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.

#### Level 5

Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions.

They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.