



Woburn Lower School Art and Design Policy

Value Statement

At Woburn Lower School we value Art and Design because:

- Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially.
- It creates in the child a sense of enjoyment and a sense of purpose.
- It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

Aims

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the children.

- To provide children with opportunities to express themselves in emotional terms through their art experiences, to study and record both man-made and natural phenomena.
- To stimulate each child's creativity and imagination.
- To develop the children's spirit of enquiry, through investigating the visual environment.
- To help each child to learn about the functions of art, craft and design in their own lives and in different times and different cultures.

- To develop each child's ability to use colour, tone, shape, form, texture, pattern and different materials and processes to communicate what they see, feel and think.
- To be taught to use with confidence a variety of tools and techniques and to gain confidence and competence using these tools and techniques safely.
- To be encouraged to take pride in achievements and build on these.
- To work with increasing independence as they progress through the school.
- To appreciate each other's work through displays and discussions.
- To extend and enrich other curriculum areas through art and design.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- To provide opportunities for studying historical, cultural and religious art.
- Involve children in experiencing and learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

Objectives

At Woburn Lower School we have worked across all year groups to secure that art and design skills are covered and develop as the children move through the school.

- Children will be taught the language of art (shape, form, texture, tint, tone, colour, shade, line and pattern) and be encouraged to use this language when discussing their work.

- They will have access to and be able to select from a range of materials and be taught to recognise when the use of certain materials is appropriate.
- They will be taught the health and safety aspects of the materials and techniques they use.
- They will be encouraged to use their individual sketch books to express ideas, observations and feelings and to explore different ways of representing these ideas using a variety of media and techniques.
- Children will be introduced to and encouraged to discuss, the work of other inspiring artists and craftspeople.
- Children will be given opportunities to work individually, in pairs and groups when appropriate, and to co-operate when sharing ideas, materials and resources.
- Teachers will use additional adults to support the work of individuals or groups of children.
- Children will be expected to discuss their own and the work of others constructively and evaluate the final outcome of that work.
- Feedback will be given throughout.
- Children will use ICT and appropriate software to enhance their skills in drawing and for research.

The Foundation Stage

We aim to provide a rich environment for our youngest children to thrive in where we encourage and value creativity. We relate the children's creative development to the objectives set out in the Early Years Framework, which underpin the curriculum planning for children aged three to five. The Expressive Arts and Design strand includes art, music, dance, role-play and imaginative play. This broad range of experiences encourages children to make connections between one area of learning and another and extends their understanding of the world.

Assessment for learning

At the end of each term teachers record the skill coverage and make

judgements against all the skills that have been taught. This information is recorded inline with our assessment procedures. Children will be encouraged to evaluate their own work and their own learning

Reporting

- Parents are informed about what will be taught by the Key Stage termly curriculum maps on our website.
- Reporting is done informally in the Autumn Term and Spring Terms via parents' evenings and in the Summer Term through a written report.
- Reporting on Art will focus on each child's skills acquired and techniques developed.
- Teachers are available for any parent to see concerning the pupils progress.

Role of subject leader

The Subject Leader is responsible for improving the standards of teaching and learning in Art through:

- Monitoring and evaluating Art.
- Pupil progress meetings.
- Provision of Art across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Art developments through their own CPD and that of others.
- Monitoring and assessment of Art across the whole school.
- *Ensuring that the Art and Design policy is implemented consistently throughout the school.
- *Establishing collaboration between year groups.
- *Co-ordination of display board responsibility.
- *Development of whole school progression maps for Art and Design
- *. Organising resources to support the school Art and Design policy and scheme of work.
- *Co-ordinating purchasing, organisation and distribution of resources

Celebrations of success

It is important that children's success in Art and Design is acknowledged and

celebrated appropriately. This will be done through display in classrooms, around the school and on the school website.

Health and Safety

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices.

Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use.

Resource management

Classrooms have a store of basic resources. Specialist resources/equipment will be centrally stored and should be returned after use.

Staff Development and Support

- Arranging in-service support as necessary
- Providing advice and assistance to all staff.
- To be involved in the induction of new staff to Art and Design Policy.

External Liaison

- Keeping up-to-date on the use of Art and Design in the curriculum.
- Liaising with the LEA advisory service and other agencies as necessary
- Liaising with other schools and colleges.

This Art Policy has been formed in response to the following questions:

- 1. How far does this policy inform our practice?**

- 2. What are our priorities for change?**
- 3. What is our timetable for change?**
- 4. Who is responsible for specific tasks?**
- 5. What financial resources are available and how are they apportioned?**
- 6. What are the short term/medium term/long term priorities?**

Governor:

Date: April 2023

Headteacher:

Date: April 2023

Review: April 2026

