

# Granby Primary School

# Art and Design Policy

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Updated: July 2015

# Granby Primary School Art and Design Policy

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## Introduction

Art and design is a foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of Art and Design in our school.

## The nature of Art and Design

- Art and Design is the expression of ideas, thoughts and feelings through sensory experience in a variety of two and three dimensional ways.
- In Art and Design, as with any other Curriculum area, all children regardless of race, gender, creed or ability, should have equal opportunities and any materials and ideas should reflect this approach.

## Aims

At Granby Primary School we aim to:

- Produce creative work, exploring children's ideas and recording their experiences
- Display children's work within classrooms and around school for others to see
- Develop children's visual awareness and enjoyment of Art and Design
- Provide children with the opportunities to use Art and Design to explore their feelings and express their creative imagination
- Provide the children with the opportunity through the use of a range of artistic media to acquire skills and develop artistic techniques
- 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, crafts makers and designers, and understand the historical and cultural development of their art forms

## Entitlement

Art has a stimulating and inspiring role to play within the integrated topic work carried out at Granby. Artistic activities are often linked with other areas of the Curriculum resulting in the attainment of richer and deeper understanding on the part of the children and adding immensely to their motivation and desire to learn.

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We also recognise that there are times when Art and Design can be most profitably taught separately and for its own sake.

## Subject content

### KS1 subject content - 2014 National Curriculum.

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

### KS2 subject content - 2014 National Curriculum.

Pupils should be taught to develop their technique, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketchbooks 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]

## Implementation

### Planning

- Art and Design will be planned as part of a Creative Curriculum approach however at Granby we recognise that there are times when Art and Design can be most profitably taught separately and for its own sake.
- All teachers will be responsible for the planning and teaching of Art and Design, taking into account the National Curriculum subject content for their key stage
- The Art and Design leader will monitor the range of experiences made available to the children to ensure coverage is balanced
- The Art and Design leader will monitor the progression of work produced throughout the school

### Teaching Strategies

At Granby we strive to identify the most appropriate teaching strategy to suit the purpose of a particular learning situation. Art and Design can and will be taught through a variety of techniques including:

- Using books, reproductions or original works of art
- Using collections in local museums and art galleries
- Using architecture in the locality
- Using other aspects of our environment; School, Meadows, Aylestone
- Using the work and methods of a particular artist as a starting point

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- ‘Critical analysis’ - talking about and gaining understanding of an artwork using the following stages:
  - a) *Description* - ask ‘What do you see?’ ... children only describe exactly what they see in an art work
  - b) *Formal analysis* - ask ‘How are the shapes, colour, etc put together?’
  - c) *Interpretation* - ask ‘What ideas and feelings does it give you?’
  - d) *Evaluation* - ask ‘What do you think of it?’ ... do they like it?’
- Using a book to sketch out ideas and techniques
- Using artefacts from different periods in history, different traditions, cultures or religions
- Using photographs
- Exploration of different medium and tools

It is important that the teacher identifies the most appropriate technique/strategy to suit the purpose of a particular learning situation. Children should be encouraged to work as individuals, in pairs, in groups and as a whole class as and when appropriate.

### **Differentiation and Equal opportunities**

Differentiation in Art and Design can be achieved in various ways:

- Differentiation by task: children may be asked to respond to a piece of artwork or to use a particular medium/technique in a different way
- Differentiation by outcome: all children will tackle the same activity but perform at different levels
- More time may be given to slower learners
- Using stepped tasks: the children only move on to the next task when they have mastered the first
- Using support from the teacher, other adults or more able peers.

Every effort is made to ensure that all curricular activities and investigations are equally interesting to both boys and girls from all cultural backgrounds. Children with Special Educational Needs are involved in all the work planned for the Programmes of Study for Art and Design at an appropriate level.

### **Computing**

Children will be given opportunities to use computing to support their Art and Design studies.

- They may use various graphic packages on the schools network
- Pupils can record their responses to artwork via audio tape
- Photography can be used within a piece of art work
- Photography can also be used to capture the finished product or the pupil working with various tools and medium

### **Assessment**

- Assessment will be a continuous process throughout the Key Stages and year groups

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- A formal report of progress will be made available to parents on each child's annual report at the end of each academic year.
- Evidence of pupils' work will be in the form of photos, brief notes and samples of work.
- In the later years of Key Stage 2, sketchbooks will be used and these will form part of the assessment process.
- Pupils are encouraged to self and peers assess art work, suggesting achievements and improvements.

### Resources

Many of the resources for the teaching of Art and Design are located in individual classrooms; the equipment/materials used most often. Other resources are located in various parts of the school:

- Infant Hall - a variety of papers A3 and larger
- Stock Room by Junior playground - all these materials and tools being used less frequently by staff and pupils and are for all to use as and when necessary
- Resources Room - prints of works of art for whole school use
- Cupboard by HH's classroom - fabric and textile equipment

### Monitoring

The monitoring of standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design Leader. The Art and Design Leader will monitor planning, children's work and attitudes throughout the year. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, keeping them informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.