



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Art and Design Policy

Introduction

We recognise that all children have artistic potential; therefore it is our duty to ensure that their creativity is nurtured and developed. As stated in the *National Curriculum 2014*

'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.'

This policy is underpinned by the school's vision, values and aims which promote:

Adaptability

Self-belief

Perseverance

Inclusion

Respect

Enquiry

Aims

- Equality of opportunity – an entitlement to a range of high quality arts experiences for every pupil, whatever their background or ability.
- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Objectives

- Provide an arts curriculum of quality, range and depth linked wherever possible to current projects.
- Provide opportunities for pupils to learn about the arts and crafts of diverse cultures.
- Provide opportunities to develop self-belief, confidence and maturity through participation in the arts.
- Plan to teach skills and techniques in art, craft and design.
- Give opportunities to master skills and innovate.
- Take pupils to see work exhibited and performed by other artists, craftspeople and designers.
- Offer pupils the opportunity to work alongside professional artists, designers and crafters throughout their school career.
- Ensure that teachers have access to professional development that refreshes their creativity and keeps them informed of developments in the arts.
- Give all pupils an opportunity to exhibit work.
- Develop skills needed to respond critically and imaginatively to ideas, images and objects.

Guidelines

Pupils in the Foundation Stage will cover arts through the expressive arts and design strand in the EYFS. Art is a non-core subject in the National Curriculum.

Assessment and Recording

- Teachers will note development of drawing, painting, cutting, 3D forms etc. and record as apprentice, qualified or master.
- A summative assessment of children's progress in Art and Design over the year will be provided in their end of year report.
- Children's individual sketch books will be used from Y1 to Y6.
- They will demonstrate the development of skills and techniques.
- Learning journals may also be used to show the development of skills into a final outcome.
- Processes and final outcomes will be displayed around the school.
- These will be monitored by the art leader.

Cross curricular provision and celebration of work

- Year group planning is project based ensuring arts provision is embedded within the curriculum and not stand-alone.
- ICT programmes, and equipment (cameras etc.) are available, as well as internet access, for researching

Resources and organisation

Resources are the responsibility of class teachers in conjunction with the art leader. When projects are planned, teachers will consider resources needed.

Most items will be stored centrally.

All teaching and support staff at Alexander Hosea School are responsible for inclusion and ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.

Special Educational Needs and Disability / Gifted and Talented

Needs will be identified and tracked through assessment grids.

Teachers will plan for individuals to make progress and reach high levels of attainment.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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