

Art and Design Policy

Freemantle Church of England Community Academy Trust



This policy should be read in conjunction with the following where further information may be found:

- Design and Technology Policy
- RAP 2023- 2024
- Art and Design Progression of Skills

Reviewed by:	Sam Jolly	Date: September 2023
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Approved by:	Directors
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Next review due by:	September 2025
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1. Definition and legislation

Art and Design is the subject through which pupils are given opportunities to explore their ideas by experimenting, inventing and creating their own varied works of art using a range of materials.

At Freemantle, the exploration of Art and Design provides visual, tactile and sensory experiences for our pupils, and provides them with opportunities to understand and respond to the world. We believe Art and Design education should inspire, engage and challenge our pupils, whilst enabling them to communicate what they see, feel and think through the exploration of the use of colour, texture, form and pattern.

Pupils are involved in shaping their environment through art and design activities which involve different creative techniques. We plan for them to explore ideas and meaning through studying the work of artists and designers, and develop their language skills through discussion.

Additionally, as our pupils learn about the history, roles and functions of art, they will explore the impact that it has on contemporary life and that of different times and cultures. All of which impacts positively on wellbeing and enriches our pupils' cultural capital both now and in the future, in line with Article 31 of the UNICEF Convention on the Rights of the child, which states:

'Every child has the right to rest, relax, play and to take part in cultural and creative activities'.

2. Academy Curriculum

At Freemantle, staff use our Progression of Skills document which follows the National Curriculum for Art and Design to plan and teach art and design across the academy.

EYFS:

Across EYFS there are many factors which influence development and we consider these when planning to support learning and development both in early years and beyond. The provision of an enabling environment, both through the well-planned environment with organised resources for pupils to access independently, and the availability of well trained and responsive staff, is vital in enhancing development and learning, especially in making connections between home and the academy.

The quality and variety of what pupils see, hear and participate in through play is crucial for developing our pupils' understanding, self-expression, vocabulary and communication skills. During Continuous Provision and through directed play we ensure that the frequency, repetition and depth of pupils' experiences are exploited to enable skills to be retained and become embedded. At Freemantle we are passionate about planning and offering a language rich environment, promoting the work of a range of artists to further develop their knowledge and understanding, whilst opening their eyes to the wonder of creation all around us.

Key Stage 1 and Key Stage 2

Art and Design is taught through a range of 'golden threads' which provide a framework for learning and help to deepen children's understanding of what is being taught. These include:

KS1 and KS2 'Golden Threads'									
Working Creatively	Exploring Ideas	Recording Experiences	Drawing	Painting	Sculpture	Printing	Collage	Textiles	Artist Appreciation

These allow pupils to develop the following design techniques:

Design Techniques						
Colour	Pattern	Texture	Line	Shape	Form	Space
Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Experiment with lines and shapes to form patterns.	Investigate textures by describing, naming, rubbing copying	Name, match and draw lines/marks from observations invent new lines. Draw on different surfaces with a range of media	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Experiment with a variety of media: pencils, crayons, pastels, felt tips etc, and develop control over the types of marks made.	Increase awareness of the use of space and layout within an art piece.

The activities in KS1 will introduce pupils to different ways in which ideas and feelings are presented in a visual form by allowing them to:

- explore and develop ideas by drawing, collecting ideas and talking about them
- try out a range of materials and tools for drawing, painting, collage, textiles, digital, media and printing
- think and talk about their ideas and consider ways they can adapt their work
- learn and understand about colour, line, texture and shape by exploring them
- look and talk about the work of other artists, craftworkers and designers including examples of work from the locality, contemporary work and from a variety of periods and cultures

Key Stage 2:

The activities in KS2 will extend pupils' understanding of how ideas and feelings are communicated in visual form. They should investigate the use of artistic elements in practical work including:

- investigating, recording and developing ideas in their sketch books, learning to use different materials and tools (including ICT) to create artwork
- adapting work after discussing, comparing and learning from their own and others' work
- learning more about the visual and tactile elements such as colour, quality of line and tone, and how to use them
- learning about the work of other artists, craft workers and designers (e.g. drawing, painting, printing, photography, textiles, ceramics, ICT, sculpture and architecture) from different times and cultures and use this to help in developing their own artwork

Each year group has been assigned at least three carefully selected artists to explore and create work in the style of each year so that they leave their primary education with knowledge of a range of diverse global artists and styles, as well as become familiar with the difference between traditional, modern and contemporary art. Teachers will teach children about the history of their assigned artist and their preferred style of art. These can be viewed in the Progression of Skills document for Art and Design.

3. Academy Ethos

‘Every child is an artist’ – Pablo Picasso

It is our aim to ensure that every pupil believes they are an artist. This is achieved by having meaningful, well-designed and planned lessons that enable every pupil to access learning and by empowering pupils to explore, experiment and value theirs and others' creations.

At Freemantle Community Academy we believe that teaching and learning in art is vital because it stimulates creativity, imagination and inventiveness. The Purpose of art 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. We want pupils at Freemantle Community Academy to appreciate art and understand how art can enrich their lives as well as equipping our pupils with the knowledge and cultural capital that they need to succeed in life.

Art enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

We offer opportunities for children to:

- foster an understanding and enjoyment of art, craft and design and provide opportunities for studying contemporary, modern and traditional art.
- celebrate and explore the work of artists from around the world, analysing and discussing their work to develop their artistic vocabulary
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- experience a broad and balanced range of art activities and show progression within these experience
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- show development of ideas and their own skills through the use of a sketchbook
- develop use of a range of tools, media and processes
- develop skills in order to develop technical proficiency within drawing and painting
- extend and enrich other curriculum subjects through art

4. Responsibilities

The role of the art and design leader is to:

- advise and support staff in planning and teaching art and design
- support staff with art techniques and suggest support through drawing on reputable sources ('Access Art' materials)
- sample planning/artwork/sketchbooks as part of on-going subject monitoring and evaluation of practice
- obtain pupil and staff voice regularly to audit art provision and drive improvement
- use the above to develop action plans with realistic and developmental targets
- audit art resources, ensuring they are readily available and well maintained
- keep up-to-date on developments within art and design, drawing upon reliable sources such as Ofsted subject research reviews
- promote art throughout the academy e.g. through arts week and art exhibitions

Directors determine, support, monitor and review the academy policies. They support the Headteacher by ensuring resources are allocated effectively and challenge and review practice to promote high quality adaptive teaching.

5. Artsmark

As of 2023, the Academy is in the process of working through its Artsmark award, which is the only creative quality standard for schools and education settings and is accredited by Arts Council England. The subject leader and curriculum leader attended the Artsmark training in July 2023 to facilitate this project.

Artsmark ensures every child can be creative and access a diverse, high quality cultural education by reviewing, planning and developing our arts provision whilst aligning with our academy raising attainment plan (RAP).

6. Academy environments

At Freemantle we recognise that care in the display and presentation of pupil's work and of resource materials has a positive effect on pupil's learning and on their respect for the subject. Classroom displays are changed according to the theme and display boards around the academy are refreshed regularly to reflect all areas of the curriculum.

Each year group has an art area or display to inspire, motivate and promote a love of art. This display may also share information about the current artist they are exploring or children's thoughts on the artist. This information is also shared with parents to further encourage art appreciation at home.

7. Involvement of Pupils and equal opportunities

Each child in KS1 and KS2 has their own Art and Design sketchbook. This provides a record of the child's learning and progress in art as part of their art portfolio.

The sketchbook is used as a way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbooks should show the learning journey to the final piece of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media, as well as to explore, comment and reflect upon the work of other artists.

We develop the children's substantive knowledge by exploring how art is made and the history of artists and their creations. We develop the children's disciplinary knowledge through engaging in discussion about art through their art exploration as well as learning and using key vocabulary associated with the different elements of art and design.

Recording in the sketchbook takes many forms and is 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.
- Experiment with different colours, patterns, textures, and materials, giving their opinions on their preferences and ideas.
- 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.
- Make observations about the work of different artists, referencing the different elements of art, including the colour, texture, shape and lines.
- Gather information to give specific knowledge of how things are made or work.

We promote equal opportunities through careful consideration of 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, the grounds, equipment and resources.

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. Staff at

Freemantle will use scaffolds and high-quality adaptive teaching to support SEND pupils in order to access the curriculum.

At Freemantle we encourage independent thinking that will enable the children to develop their ideas and intentions and express these in an appropriate manner. The children's work is celebrated throughout the academy and is displayed in many areas. Whilst producing their Art, the children are also exposed to a wide variety of cultures, beliefs and religions, with their outcomes being supported with a rationale or a meaning that will often convey a message.

Children's mental health is a priority at Freemantle and we allow children to use art as means to relax and express themselves. It is also an opportunity for the children to enrich their cultural capital, developing strong and independent individuals.

8. Involvement and liaison with parents/carers

The Academy values support from parents with any subject. At Freemantle, we want to share, promote and show we are proud of our pupils on their journey to becoming artists. We communicate this through art exhibitions, sharing art during class assemblies, art competitions and local visits to art galleries.

Furthermore, we share and promote pupils as artists through sharing artwork on our online platforms which include ParentMail and Facebook.

9. Monitoring and review: putting policy into practice

It is the responsibility of the Art and Design Leader to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements. This will involve teaching Art across the Academy through regular Curriculum Enrichment sessions and at other times where appropriate, for example through coaching.

This policy will be reviewed by Sam Jolly, the Art Leader, biennially. At every review the policy will be shared and approved by the Board of Directors.

10. Useful links and supporting organisations

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum - Art and design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

<https://www.gov.uk/government/publications/research-review-series-art-and-design/research-review-series-art-and-design>

<https://www.accessart.org.uk/>

<https://www.paulcarneyarts.com/>