

Art & Design Policy

At Folville, we believe that art is a powerful and unique form of communication that can change the way pupils feel, think and act. It provides a tool to enable personal expression, reflection and emotional development by harnessing individual interests, thoughts, and ideas.

We want to engage, inspire and challenge children through high-quality art and introduce artists that widen our pupils' world view whilst promoting a diverse and inclusive experience. Art plays an important role in forging links between home, school and the wider world. Pupils should know how art and design both reflects and shapes our history, and contributes to culture, creativity and wealth.

Pupils will be equipped with the techniques and skills which allow them to experiment, innovate and create their own works of art using a range of mediums. At Folville, we encourage active involvement in different forms of artistic endeavour, both individual and communal, to develop a sense of group identity and togetherness. Pupils will be able to develop the ability to appreciate art, to think critically and to evaluate both their own, and others', work.

Aims

In line with the National Curriculum, we aim to ensure all Folville pupils:

- Produce creative work, exploring their ideas and recording their experiences
- 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, craft makers and designers, and understand the historical and cultural development of their art forms

Assessment

Continual assessment of children's skills will take place throughout the lesson. Children will receive oral feedback as they work in order to develop these skills.

In order to judge whether a child is working in line with the year group expectations, staff will provide an example of the final pieces from a child working 'above', 'at' and 'below' the expected standard. These will be from different children based on the merit of each skill taught.

The subject co-ordinator will collate these pieces so that we have a portfolio of artwork from across the school to allow us to ensure progression and to provide a benchmark for the expected standard.

The decision for whether a child has met or exceeded the expected standard, will be made by the class teacher with regards to the ability of the child as a whole - using the sketchbook, professional judgment and comparisons using the evidence built up by the subject co-ordinator.

The comparative pieces will also allow planning and progression to be monitored and revised as necessary from the evidence provided.

Planning

Art & design may be taught as discreet lessons or as a thematic approach where appropriate. Teachers will use the National Curriculum guidelines as well as the Folville progression document to ensure that skills and processes are explicitly taught, revisited and that there is progression across the year groups.

The planning for progression will be monitored through the feedback provided by staff, evidence in sketchbooks and from the collated final pieces.

Sketchbooks

All children will receive a sketchbook in Year 3. This stays with the child when they move year groups. The sketchbooks are to be used to record ideas, thoughts and research; explore materials; practise techniques and as a place to reflect and evaluate. Original final pieces may be contained in the sketchbook, or a photograph if it is more appropriate.

The sketchbooks will not require learning objectives and they will not have written comments or marking in them. Feedback is provided orally or through the use of post it notes.

Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

Resources

Each class has its own set of drawing pencils and access to oil pastels and paintbrushes as a year group. Further resources are located centrally in the art cupboard. A request form is also located here if any other materials are required.

Health and Safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities.