



# Glenmere Community Primary School Art Curriculum Policy



## **DEFINITION**

“Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

## **AIMS**

The core curriculum for art and design aims to ensure that all 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

## **TEACHING OBJECTIVES**

National Curriculum Subject content:

### **Key stage 1**

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 and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### **Key stage 2**

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

Pupils should be taught:

- to create sketch books 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]
- about great artists, architects and designers in history

## **PLANNING**

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is taught through our Curriculum plan. This programme ensures cross curricular creative planning across the school.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year. Teachers will plan before the start of each new theme, and at this point highlight the skills that will be covered. Although the individual lessons might, by the very nature of creativity, be slightly different from year to year, the most important aspect to consider is the skills that need to be covered.

## **RECORD KEEPING, ASSESSMENT AND REPORTING**

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils achievements.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings

## **G&T and SEN**

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, irrespective of ability. All lessons are to be differentiated to cater for differing abilities. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Units of work will be planned to ensure that gender stereotyping is not reinforced.

## **HEALTH AND SAFETY**

Children should be working in a safe environment, both in and out of the classroom. When taking temperature readings, spirit thermometers or crystal strips should be used. Thermometers containing mercury are not safe to use in the primary classroom. When conducting fieldwork, children should be properly supervised and should be made aware of any potential danger such as busy roads or water hazards.

## **PARENTAL INVOLVEMENT**

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set. Asking parents to send in artefacts and inviting people to come in to talk about their past.

Updated November 2017

Date for Review: November 2018