

	Offley Endowed Primary School Policy And Nursery	Review date: April 2026 Next Review: April 2028
Policy Title:	Art and Design	Users: Staff, Governors

Introduction:

This policy outlines the teaching of Art at our school. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the art co-ordinator.

Intent:

At Offley Endowed Primary School and Nursery we value Art & Design because we believe that art contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose.

It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

Through our art curriculum we aim to:

- provide children with opportunities to express themselves in emotional terms through their art experiences, to study and record both man-made and natural phenomena
- develop the children’s knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely
- ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art

Approved and Adopted by Governing Body

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- involve children in experiencing and learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the children.

Implementation:

The teaching method employed will vary according to the age, ability and experience of the children and the concept being taught. Children should be given the opportunity to work individually, in groups and as a whole class.

Art & Design is taught in a cross-curricular way where possible. However, if some techniques have not been taught, these will be taught separately to fulfil the requirements of the National Curriculum. Teachers will use the skills progression document to support this and ensure coverage.

When a new technique is being introduced it is sometimes desirable that a teacher should:

(a) demonstrate the technique; This may be through practical demonstration or a 'Pupil video' through a resource such as those found on the Kapow Primary schemes of work.

(b) show a finished example - this could be something that another child has produced or that the teacher has produced. The latter is often a good idea so that the teacher can experience what the child has to do and so that they might foresee any pitfalls.

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Impact:

ASSESSMENT AND RECORD KEEPING:

Class teachers will plan appropriate work for their children in consultation with the schools medium term plan for art. The Kapow Primary scheme is the main source of planning; however teachers may adapt or change the final designs to fit in a current topic to create a cross-curricular approach. Other sources, such as Plan Bee and Hamilton Brookes, may also be used. Class teachers will make short term assessments of each child's progress in art and keep appropriate records.

CROSS-CURRICULAR CONNECTIONS:

Often, work in Art & Design will have cross-curricular connections, e.g. History. Where this is the case, these links should be shown in teachers planning for the curriculum areas involved.

CELEBRATIONS OF SUCCESS AND DISPLAY POLICY:

It is important that children's success in Art & Design is acknowledged and celebrated appropriately. This will be done through display in classrooms and around school. Teachers and the Head teacher may also celebrate achievements through certificate awards in assemblies and showing their work in these assemblies, either standalone or as an entire class.

SEN/EQUAL OPPORTUNITIES/DIFFERENTIATION/MULTICULTURAL:

Teachers should ensure that pupils are presented with work of artists, craft workers and designers of both sexes as well as work from a variety of ethnic backgrounds. Children should have the opportunity to have their own work put on display.

Differentiation is mainly by outcome. However, selection of methods and materials may be a way of differentiating for disabilities and other SEN, so that the pupil can progress and demonstrate achievement.

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HEALTH AND SAFETY:

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices.

Teachers and pupils should be aware of potentially hazardous materials in relation to their storage and use.

RESOURCE MANAGEMENT:

Classrooms have a store of basic resources. Specialist resources/equipment are centrally stored and should be returned after use. Regular stock audits will be undertaken however all staff should be aware and notify the subject leader/office staff if resources are running low after topics and need replenishing.

ROLE OF THE SUBJECT LEADER:

- Ensuring that the art policy is implemented consistently throughout the school
 - Co-ordination
 - Co-ordination of display board responsibility.
 - Adequate resources are available and organization of them.
 - Purchasing, organisation and distribution of resources.
 - Staff Development and Support to include arranging in-service support.
 - Providing advice and assistance to all staff.
 - External Liaison
 - Keeping up-to-date on the use of Art in the curriculum.
 - Liaising with the LA advisory service, schools and other agencies.
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