

**Bullion Lane Primary**  
**School**



**Art and Design policy**

## **Art and Design**

Bullion Lane aims to provide a broad, balanced curriculum which is relevant to and widens the experiences of our children in order to prepare them for the challenges they will face and inspire a love of knowledge, learning and life.

Art, craft and design embody some of the highest forms of human creativity, reflecting and even shaping history and contributing to the culture and potential creativity of the wider world. Arts-rich schools value the contribution the arts make to quality of life for children and the unique opportunities offered by the arts for creative self-expression. 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.

### **Intent**

The national 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.

Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning.

They will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

Further, teaching Art and Design fosters an understanding of the role of art in society and as a career. A naturally cross-curricular subject, Art inspires creative use of imagination and even skills such as considered risk taking, co-operation, tenacity, flexibility and responsibility when implemented in a shared, collective environment.

### **Implementation**

We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners and ensure progression of skills.

Most classes have a scheduled Art and Design lesson at least once a week and often will be taught Art and Design alongside other curriculum subjects.

### **EYFS**

The play-based nature of EYFS lends itself perfectly to Art and Design opportunities. Children in Early Years are provided with:

- Daily opportunities to express themselves and reflect their learning with a range of art materials.
- A selection of tools and materials to explore creativity – e.g. paint, collage materials, clay, food, ice, foam. In tandem with teaching of basic skills and topics, children are encouraged to experiment with colour mixing, textures, mixed materials and techniques for achieving form and function.
- Encouragement to consider their work and to change and adapt it according to purpose.
- An introduction to famous artists and artworks and opportunities to make their own art in the style of those artists.

### Key Stage One:

In KS1 children continue to develop the skills learned in EYFS. To achieve this we will:

- Provide children with more sophisticated tools to reflect their increased psychomotor control and encourage a more reflective approach to considerations of a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Use Art and Design lessons to build on shared experiences and consider with greater depth 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.
- Build on the knowledge gained with experimentation of textures and colour in EYFS and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

### Key Stage Two

Children in KS2 can use their increased control and capacity for expression, as well as their developing personal tastes in Art, to hone in on their skills whilst also trying new techniques and resources. Some children will, at this stage, have a clear talent for or particular enjoyment of, Art and Design and we aim to encourage this by:

- Using a greater range of resources that require considered skill or technique, e.g. charcoal, water-colours.
- Provide children with a sketch book for use across the curriculum to record observations and experiences.
- Discussing critically various styles of art, including photography, and revisiting the artists they have studied in school and giving reasons for preferences, opening up a discussion of what Art is.
- Using Art as a creative space for personal expression during times of intense study, e.g. in Y6.

Children's work and pictures of their work will be stored but more importantly, displayed. We want to ensure that Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using art are always taken and importantly, that their work is valued.

### **Impact**

Our children enjoy and value Art and Design and know why they are doing things, not just how. They understand and appreciate the value of Art and Design in the context of their personal wellbeing, in the contexts of history and the creative and cultural industries and, for some, become aware of Art as a possible career opportunity. Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Art and Design assessment policy to ensure that progression of skills is taking place. We will:

- look at pupils' work, especially over time as they gain skills and knowledge.
- observe how they perform in lessons
- talk to them about what they know.

The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This manifests as:

- being able to talk confidently about their work
- sharing their work with others.

Progress will be shown through outcomes and through the record of the process leading to them.

This policy will be reviewed every 2 years.

Next review date: February 2024