

# Howden-le-Wear Primary School



## Art and Design Policy

### **Policy and Practice**

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6<sup>th</sup> February 2018



# Howden Le Wear Primary School



## Art and Design Policy

### Aims

At Howden Le Wear Primary School we aim to:

- encourage pupils' enjoyment and appreciation of art as both users and critical appraisers of their own and others' work;
- provide opportunities throughout the curriculum for children to explore creative ideas and develop artistic skills
- recognise the value of individuality and self-expression;
- foster independence in the conception, the selection of media and in the care and maintenance of materials;
- give every pupil equal access and entitlement to the art curriculum;
- fulfil the National Curriculum requirements;
- enable all pupils, including those with Special Educational Needs and Disabilities, to respond to and communicate through art.

### Strategies

Every pupil at Howden Le Wear Primary School is entitled to:

- opportunities to record responses based on experience or imagination;
- stimulation through the gathering and use of artefacts;
- opportunities to explore and use a variety of materials, tools and techniques, using a range of scales including work in 3D;
- opportunities to review and modify their work;
- first hand experience in information gathering through direct observation;
- sketchbooks to learn visual note taking skills;
- experience working both as an individual and as part of a group.

### Special Educational Needs and Disabilities

Individual planning for pupils with Special Educational Needs and Disabilities is completed as and when appropriate (see SEND Policy)

## **Assessment**

1. The art coordinator collects samples of work for an art portfolio of work.
2. Formative assessment is used to help pupils improve their work.
3. Constructive feedback is given verbally, through written comments on work and in Annual Reports to Parents.
4. A summative assessment is made annually for each child and on-going assessment made on three children in each year group across a spread of ability.
5. Planning will identify criteria for assessing pupil achievement.

## **Resources**

Pupils have access to high quality art resources including;

- a range of mark making materials;
- a range of wet colour materials;
- a range of 3D modelling materials;
- a range of textiles;
- a range of papers;
- a range of appliances and accessories;
- a range of artefacts and pictorial references.

Whenever possible we use our school community, the parents, the environment and the buildings as a resource to support the art curriculum.

We also work collaboratively with outside agencies on projects in the wider community.

## **Organisation of art resources**

1. Specialised art equipment is stored centrally in the art storeroom
2. There is a specific area in each classroom for the storage of all core materials and those currently in use.
3. Where possible, classroom art equipment is easily accessed by pupil.
4. Pupils should be taught to respect and care for their equipment and to recognise the need to protect themselves and furniture.

## **The coordinator's role**

The art coordinator's role is to:

- organise auditing and identify resources to support teaching of the art curriculum;
- give advice regarding the art curriculum to teachers;
- keep abreast with current developments in the teaching of art, and disseminate this information to staff;

- develop whole school initiatives to enrich and extend pupils' artistic development;
- ensure all pupils have equal access to the art curriculum through informal monitoring and the collection of examples of pupil work.

Signed: \_\_\_\_\_ Governor from  
Curriculum/Standards Committee

Date: \_\_\_\_\_

**To be reviewed: February 2019**