**Oaktree Nursery and Primary School**

**Art and Design Policy**

**Aims and objectives**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, line, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities and learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. It is important that all children learn the value of art and how it can enrich our lives. They must have the opportunity to explore a wide variety of ways of expressing themselves and communicating their feelings through art. Art is multi-sensory and hands on and therefore gives many children an opportunity to experience success. At Oaktree we recognise that some children may be different to those that experience success in more academic areas of the curriculum.

We aim for children to:

* Enjoy producing their own art
* Express themselves in different ways
* Have the skills to carry on their interest outside of school
* Have their art work celebrated
* Appreciate and discuss the work of others
* Know about great artists and the historical / cultural context of their work. E.g. Men of the Docks - Take One Picture and the link to the Great Depression 1920s
* Make choices about how they wish to express their ideas

**Teaching and learning style**

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

* setting common tasks that are open‐ended and can have a variety of responses;
* setting tasks of increasing difficulty appropriate to each child’s current ability;
* providing a range of challenges with different resources;
* using additional adults to support the work of individual children or small groups.

**Learning Outcomes**

**Foundation Stage**

During EYFS children have the opportunity to develop creativity and imagination through activities designed to explore colour, texture, line, form, shape and space in two and three dimensions. They begin to explore and investigate the visual, tactile and sensory qualities of materials and processes. They have the opportunity to use colour and shape and to investigate and explore the use of pattern and texture to represent feelings and ideas. Resources to support exploration and practise skills are available every day for all children to access freely.

 **Key Stage 1**

During Key Stage 1 pupils will have the opportunity to develop their imagination and creativity through investigation, making, exploring and developing ideas. Pupils will develop a knowledge and understanding of the visual and tactile and sensory qualities of materials and processes and being to understand and use colour, line, shape and space, pattern and texture to represent their own ideas and feelings.

They focus on the work of other artists, crafts people and designer by looking at different work and asking questions.

Enquiries will often provide the inspiration for their art work and set it in a context. This will also link it to other areas of the curriculum.

**Key Stage 2**

At Key Stage 2 art and design develops the child’s creativity by building up on their knowledge, skills and understanding of materials and processes by providing more progressive activities. Their experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and a wider world.

 Through art and design pupils:-

* Improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to say what they see, think and feel.
* They increase their awareness of the roles and purposes of art and design in different times and cultures by commenting on works and asking questions.

As in Key Stage 1, children’s art work is linked with their current enquiry.

**Art Week**

At times we will devote a week to a whole school art project or topic. This is often linked to the National Gallery Take One Picture project. This provides teachers with an opportunity to teach skills and knowledge outside of their usual schemes of work. This may result in individual art work or collaborative pieces. This also provides inspiration for subjects across the curriculum including literacy, history and geography. This is followed by an event where friends and family members can come in and see the art that the children have produced. It also allows children to see the art that has been produced by the rest of the school.

**Assessment and recording**

In the Foundation Stage we assess the children’s creative responses by noting our observations during ‘free flow’ sessions. Individual progress is plotted against the Early Learning Outcomes and recorded on the Interactive Learning diary. If their work shows a new skill or significant improvement or leap in development, it will be photographed and linked to the ILD. Children then take their work home to share with their parents and spark conversations between parent and child.

At Key Stages 1 & 2 we assess the children’s work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. Throughout the year samples of children’s art work are collected by class teachers and stored in an art portfolio. The work is monitored and assessed to ensure progression. At key Stage 2 children record and develop their ideas and skills in sketch books which go with them through the school to the end of Year 6. This enables the progression of their 2D skills to be monitored and assessed.

Sketch books are places of exploration and inspiration. They are owned by the child and the child should be encouraged to take risks, try out new techniques and ideas in their sketch books. They are not a place for final pieces or “best” work.

**Resources**

We try to provide a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and D.T. cupboard along with resources such as books and posters. When resources are taken, it must be recorded on the sheet in the resource cupboard. When resources are finished with they should be returned to the cupboard. If any stocks are used up or running low it is the class teacher’s responsibility to inform the art coordinator in order that stocks are replenished.

**Health and Safety**

Teachers must be aware of health and safety issues and instruct their children accordingly. Throughout the school children should be taught that there are hazards when working with tools, equipment and materials. They should be taught to manage their materials and environment effectively in order to reduce risk to themselves and others.

**Roles and Responsibilities**

All teachers are responsible for ensuring that this policy is implemented. The Art Coordinator is responsible for monitoring and further developing art across the school.

Agreed and adopted by the Full Governing Body: March 2010

Amended and Reviewed: March 2021

Date of Review: September 2022