

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

ART & DESIGN POLICY

January 2025

(Review Date: January 2028)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- Self control
- Perseverance
- Inclusion
- Respect
- Inspiration
- Trust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ART AND DESIGN POLICY

RATIONALE

At Bredhurst we seek to stimulate children's creativity and imagination. To provide visual, tactile and sensory experiences so that children can respond to the world around them. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children learn to make informed judgments and they explore ideas and meanings through the work of artists and designers. Through learning about art they can explore the impact it has on different times and cultures. The appreciation and enjoyment of the visual arts enriches all of our lives.

AIMS

- To enable children to record from first-hand experiences and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of complex activities.
- To improve the children's ability to control materials, tools and techniques.
- To increase their critical awareness of the roles and purpose of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile materials.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

OBJECTIVES

These objectives, which drive from the aims, will inform and support our planning and assessment of the art and design curriculum:

- To engage, inspire and challenge pupil
- To equip them with the knowledge and skills to experiment, invent and create works of art
- To think critically and develop a rigorous understanding of art and design
- To understand how art and design shape our history
- To understand how art and design contribute to the culture, creativity and wealth of our country
- To use a range of resources creatively to design and make products
- To use a range of techniques to present their ideas – painting, drawing, sculpture
- To develop a wide range of techniques using colour, texture, pattern, line, shape form and space
- To understand and learn about the work of different artists, craft makers and designers and to be able to notice the differences within their practises.

- To make links to their own work when comparing the work of others
- To make suggestions about how to improve their work and that of others
- To develop control and techniques to use a range of materials and resources
- To provide opportunities for children to work as part of team
- To display children's work and value their contributions
- To develop a sense of responsibility for their working environment

PRINCIPLES OF TEACHING AND LEARNING

DIFFERENTIATION AND SEN

Art and design will engage the children in a broad range of activities which involve a variety of methods of communication, e.g. speaking, designing, drawing, assembling, making, writing and using information and communication technology. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities.

BREADTH AND BALANCE

Art and Design is planned to link in with topics. Learning is carefully planned with cross curricular links with other subjects. Regular monitoring to check coverage of the National Curriculum Art and Design objectives will ensure they are met. A balance of materials, skills, knowledge and understanding throughout each key stage on a two yearly cycle will cover the statutory programmes of study. Topics will be planned to include art and design assignments supported by focused practical tasks and work involving existing products.

The planning of the subject is the responsibility of the class teacher. It will usually comprise of one unit a term, encompassing about 6 hours of curriculum time.

VARIETY

Art and designing requires pupils to become capable of thinking and acting for themselves. We need to adopt a range of teaching styles to enable this to happen, such as:

Managing	Questioning	Motivating	Supporting
Instructing	Responding	Sharing	Co-ordinating

Appropriate teaching strategies will enable children to:

- develop skills and knowledge of tools and materials.
- explore and develop their ideas and the ideas of others.
- work individually, with the support of a group, or in a class situation.
- apply skills and knowledge to a practical situation.
- evaluate their own and other people's work in a constructive way

RELEVANCE

A wide range of resources (the environment, paintings, sculptures, books, pictures, plans, photographs, people) will be used to help pupils to develop understanding about art and design.

We live in an environment which has been designed and made and is constantly changing. It is therefore important for children to develop an understanding of the made world through first hand experience.

Art and design can be made relevant by using interesting and relevant contexts for pupils in the form of a topic starter or lesson hook. Where possible pupils may use their problem solving skills to design or paint a product fit for a specific purpose, relating to a either the current topic or class story.

CROSS-CURRICULAR SKILLS AND LINKS

Art and design draws upon and develops skills, knowledge and understanding from across the curriculum. Appropriate links can be made with other curriculum areas but we need to take care that activities lead to mutual enrichment rather than mutual distortion.

Art and design can make a major contribution to cross-curricular elements in the development of key concepts, skills, values and attitudes. Art and design has a particularly strong link with all of the other curriculum areas:

- Maths – making and creating patterns
- English – using story text for children to design and paint their own characters and settings
- ICT – using painting computer programs to draw and design their ideas
- PE – physical development and the use of strategies such as write dance can develop pupils ability to control the use of materials and tools
- Geography – exploring art from around the world and comparing colours and features
- RE – linking to the different religions that are taught and exploring the use of colour to support celebrations around the world. Designing and making patterns for religious symbols.
- History – exploring how art and design has changed by comparing past and present thinking
- Music – exploring how instruments make sounds. Using music to express themselves through thorough their paintings and drawings

EQUAL OPPORTUNITIES AND INCLUSION:

All activities will be taught to stretch the able and support the less able

Boys and girls must be given equal opportunity to access all material areas and processes.

Every child should be given equal opportunity to develop relevant skill, regardless of ability, gender, race or cultural background.

Physically disabled pupils should be supported with teaching and learning aids such as special tools and work places. In a minority of cases process will be undertaken by the teachers, or teaching assistants to ensure progress to the next stage of learning.

In the majority of cases emphasis will be placed on enabling pupils to access the curriculum through modified teaching styles and in some cases the use of learning support assistants.

Teachers must be sensitive to design problems linked to ethnicity and religion. A wide range of cultural images and contexts should be used in art and design lessons.

HEALTH, SAFETY AND HYGIENE

It is important that pupils are taught essential life skills to enable them to participate confidently and safely in art and design activity. Teachers have a duty to introduce pupils to a wide variety of production processes and the correct tools for the task. Children are shown how to use tools safely and are supervised, differently according to age and ability.

When designing pupils must design consider health and safety issues and consequences and operate in a safe and hygienic manner. They must use paints, charcoals, chalks and other mediums following the correct procedures and protocol

The art and design subject manager will support the teacher, head teachers and governors to undertake a risk assessment of activities and plan INSET for support teachers to teach the skills necessary ensuring that pupils can design and make safely.

ASSESSMENT, RECORDING AND REPORTING

Opportunities for assessment will be identified when planning and children will receive ongoing teacher assessment.

The National Curriculum objectives for each attainment target are an aid to summative assessment, indicating the type and range of performance which pupils are currently working at. This will be shared with parents three times throughout the academic year and children will be assessed against their end of KS objectives.

A record of the child's experience and achievement in art and design will be kept by the class teacher in the form of photographs, sketch book and or an art folder to collate pupils work.

A statement of the child's progress and achievement in art and design will form part of the annual report to parents.

MANAGEMENT AND ADMINISTRATION

Researching, personal development and training needs will be discussed regularly at staff meetings and agenda meetings. The design and technology subject manager may organise and lead these meetings. Teaching assistants involved in supporting children in design and technology have received a training programme from the subject manager to develop awareness of the school aims for design and technology, to develop competence in the use of tools and to ensure health, safety and hygiene guidelines are observed.

A full list of equipment and resources together with health, safety and hygiene guidelines, is available in the design and technology folder.

ROLE OF THE SUBJECT MANAGER

The subject manager is responsible for developing a long-term curriculum plan for art and design, with the support of the Headteacher and teaching staff. This is matched against the programme of study and ensures that at least one long project is undertaken per term. The subject manager's job description is kept in the staff handbook.

RESOURCING

Funding for art and design will be within the school budget plan for each financial year. This is to cover the purchase of equipment such as paints, clay, tools, consumable materials, books and other resource materials.

The art and design subject manager will be responsible for ordering equipment and materials. It is the responsibility of each class teacher to identify resource needs in relation to the schemes of work and then notify the Art and Design Manager.

Equipment and materials have been organised in the central store upstairs, in boxes to facilitate easy removal to the classroom, by an adult. This will be maintained by the art and design subject manager.

REVIEW

The art and design subject manager will monitor learning through an agenda meeting on a yearly basis and develop an art and design portfolio of work inside of the subject leader file.

The effectiveness of the art and design curriculum will be evaluated in discussions with the head-teacher, key stage co-ordinators and art and design subject manager. Resources, teaching methods and needs should be identified and priorities for in service support or external review should be established.