



EVERY CHILD MATTERS ACADEMY TRUST  
WELLGATE PRIMARY SCHOOL  
**Art & Design Policy**

The terms Trust and School (and levels within e.g., governors and trustees) are interchangeable and apply to all schools within the Trust

**“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.”**

Scott Adams

*This policy supports our school vision and aims of ‘Learning for Life’. At Wellgate Primary School we believe that Art develops creativity and skills. It is an opportunity for children to express themselves and learn from visual experiences.*

### **1 Purpose of this policy**

To provide clear guidelines on the aims, principles, strategies and skills for teaching Art and Design at Wellgate. The purpose of which is to ensure the continuity of Art and Design is taught throughout school.

### **2 Aims**

Our development in Art and Design will enable pupils to;

- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers from different times and cultures
- observe, investigate and record from first-hand experiences and imagination, through a variety of forms and media
- develop creativity and imagination through a range of complex activities e.g. various mark-making techniques
- enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose
- develop their visual language and the ability to express their ideas and feelings in order to evaluate their work and that of others

### **3 The teaching and learning of Art and Design**

#### **Strategies**

At Wellgate Primary School we seek to involve a wide range of strategies to meet the individual needs of our pupils by:

- Ensuring that the act of investigating and producing a piece of ‘art’ includes exploring and developing ideas, as well as evaluating and developing work, through a mix of whole-class teaching and individual/group activities
- Providing opportunities to experiment with and explore a wide range of media and tools (including ICT) in order to make discoveries for themselves
- Teachers drawing attention to good examples of individual performance as models for other children

We recognise the fact that we have children of differing ability in all classes, therefore we provide suitable learning opportunities for all of our 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 task of increasing difficulty where not all children will meet the objective
- Grouping children by ability/mixed ability and setting different tasks for each group
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups

#### **4 Teaching Art and Design to children with Special Educational Needs**

We teach Art and Design to all our children, whatever their ability. Art and Design meets part of our school policy to provide a broad and balanced education for all our children. Pupils with Special Educational Needs are often able to develop confidence and express their feelings through Art and Design. Pupils with learning difficulties may find opportunities to excel in this particular area. We provide learning opportunities matched to the need of children with learning difficulties and also those who are “More Able”, and we take into account the targets set for individual children in their Provision Map.

#### **5 Computing in Art**

Computing is a major resource that can be used in Art for:

- On screen painting: drawing and designing using appropriate software packages
- The internet: researching artists and their work
- Digital media

#### **6 Art and Design planning**

For each year group, plans are intended to build on what has been taught and experienced previously and to cover all elements of Art and Design. Each year group to use progression maps to build up on skills and knowledge from the previous year. Each year group have granular plans which outlines what art is taught in each year group. Each year group teaches art 3 times throughout the year, once every term.

Experiences are intended to ensure that:

- Ideas can be explored and developed
- Materials, processes, tools and techniques can be investigated
- Opportunities are given for evaluating outcomes and identifying future changes
- Children learn about and experience crafts from other times and cultures

#### **7 Resources**

We have a wide range of resources to support the teaching of Art and Design. Our resources can be found in Key Stage store cupboards. A range of papers, card and display papers are kept in the drawers in the hall. There is a selection of art reference books in the library.

We are continually building up a bank of resources, including natural forms, reproductions and artefacts reflecting art from different times and cultures, for stimulating and informing work.



## **8 Monitoring and Reviewing**

The Art Leader will undertake a skills and progression check, discuss about progression and skills taught with teaching staff. The Art leader will also collect a selection of Art work from each year group in a range of media as evidence.

## **9 Assessing and Reporting**

Every child (Years 1-6) records their art work in their sketch book. This sketch book is passed up through school. Teachers mark each child's work in correspondence with our marking policy. A brief entry is made for each pupil in an annual report to Parents/Carers. Teachers to assess Art throughout the year using assessment excel document created.

Reviewed By	<b>K. McGinn</b>	<b>June 2024</b>
Endorsed By		
Approved By		