

# RAVENSCLOTE JUNIOR SCHOOL

## ART & DESIGN POLICY

2024 - 2025



Date of Approval		Date of Review	
March 2024		July 2025	
<b>Signed</b>	Amy Wells <b>Headteacher</b>	<b>Signed</b>	Emily Gibson <b>Chair of Governors</b>



## Ravenscote Junior School

### Art and Design Policy

#### Statement of the school and Art and Design

At Ravenscote Community Junior School we are concerned with the education of the whole child. Art and Design plays an essential part in the development of children's language and making skills. Through drawing and painting, children are able to describe their experience of the world. Through working with a variety of materials children are able to refine and extend their designing and making skills laying a foundation for technical accomplishment.

The development of drawing skills provides children with an essential means of observing, recording and analysing the appearance and structure of the real world. These skills are valuable in their own right but also enable children to work effectively in other curriculum areas where the ability to investigate and respond to evidence through drawing is essential.

The development of art and craft skills enables the achievement of personal fulfilment, development of self-esteem and the satisfaction of the child. Most children enjoy using these skills as a means of expressing themselves.

#### Aims of Art

Art and design offers opportunities to:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and unique way of understanding and responding to the world;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.
- To enable children to become independent in the planning and reviewing of their work.
- To enable children to develop their full potential confidently and independently

#### Key Stage 2

During Key Stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

Children:

- improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think;
- increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: "What visual and tactile elements are used?" "What is this work about?" "Why was it made- for what purpose?"



## Language and communication

Children develop language skills by:

- Exploring ideas about the starting points for their work.
- Asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketchbooks;
- Finding out about art, craft and design by extracting information from sources such as reference books, video clips and the internet;
- Discussing and comparing their own and others' work and explaining their own views.

## Values and attitudes

Children have opportunities in Art and Design to:

- consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms;
- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's' ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the natural and made environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.

## Primary Art Curriculum Requirements

The primary curriculum for Art and Design has only attainment target, which integrates both practical and theoretical aspects of the subject.

## Art and Design at Ravenscote

The teaching and learning aims in Art and Design are in line with the school's Teaching and Learning Policy. Within classes children are taught as a class, within a group and individually according to the learning task. A variety of appropriate teaching styles are in use. The class teacher leads the lesson in the classroom. The time allocated for the teaching of Art is blocked into six sessions of two hours per term.

Wherever possible, planning takes into account cross-curricular links. Each year group is equipped with the necessary equipment/resources appropriate to their activities. The areas of experience and techniques offered at Ravenscote provide the children with a breadth in both 2D and 3D activities. These learning activities are sequenced to ensure logical progression throughout their four years.

Children experience different approaches to art including working:

- individually
- co-operatively
- as a class
- within health and safety requirements



They are given opportunities to:

- express ideas and feelings
- design and make images and artefacts
- apply what has been learnt from other artists' work to their own
- record from experience
- work imaginatively
- select and record from observation
- use a sketchbook
- experiment with ideas

They experiment with and develop control of tools and techniques for:

- drawing
- painting
- print making
- sculpture
- exploring a range of materials including textiles
- clay work

Children experiment with and use visual and tactile elements:

- pattern and texture
- colour
- line and tone

They should be able to identify how these are used in others' work.

Children should be able to reflect on and adapt their own work where necessary.

They should be introduced to a range of other artists' work from:

- the locality
- different times
- different cultures
- different countries and religions

They should be able to:

- identify materials and methods used by other artists
- recognise ways in which art work reflects the context in which it was made
- compare work from different styles and traditions
- express ideas and opinions about others' work
- use knowledge to support views
- develop a specialist vocabulary with which to discuss work

### **Assessment Organisation**

Assessment is an integral part of teaching and learning art. Children are assessed as they progress. The assessment of achievement art and design will include product and process. This will be achieved through:

- Observation
- Class discussion



- Individual discussions with children about their work.
- Evaluation and marking
- Summative assessment at the end of each term's topic.
- Child self-assessment

Through assessment, children can understand the progress they are making and teachers can evaluate practice and inform future planning. It also provides a means of communicating progress to parents and others.

### Monitoring

Monitoring of this work is carried out by the Art Co-ordinator.

This will be achieved by:

- guidance from the Art Curriculum team member
- sampling work/looking at displays once a term
- monitoring of planning every half term
- talking to children about their work
- talking to teachers about on-going work
- taking photographs throughout the year

### Teaching and Learning

The teaching and learning aims in Art follow the school's Teaching and Learning Policy.

The following points are more relevant to the teaching of Art.

#### Teaching

- children should be given direct instruction as required
- there is a balance of different teaching methods
- objectives should be clearly defined
- there is a balance between areas of experience and techniques used
- work should be planned to meet children's abilities, experience and interests
- resources should be accessible and appropriate to task
- a stimulating environment for learning should be created

#### Learning

- there are five different areas which children will have the opportunity to experience over the four years: drawing, painting, print making, sculpture and textile work
  - there are opportunities for single subject study integration with other subjects and the development of cross curriculum themes
  - learning activities are sequenced to ensure logical progression
  - children will be given opportunities to learn through real experiences, teacher prepared materials, practical tasks for children, educational visits, art packs and other resources
  - children work from imagination, memory and observation
  - children collect resources and ideas from which to develop artwork
  - children develop control and inventive use of materials and techniques
  - children should be able to review and modify their work
  - they should be relating their own practice to their appreciation and knowledge of the history of art, craft & design and that of other cultures.
  - learning about artists, architects and designers in history
- Know how to present and display their work.



Whole School Overview –  
Progression:

	Autumn	Spring	Summer
Year 3	British landmarks	Modern art movement	Artist Study - Andy Goldsworthy
	<b>Equipment:</b> Sketch pencils <b>Artist covered:</b> Stephen Wiltshire <b>Style of art:</b> Contemporary art of detailed city landscapes <b>Skill:</b> Drawing focus <b>Links:</b> Geography (UK)	<b>Equipment:</b> paints, <b>Canvas</b> <b>Artist covered:</b> range of artists <b>Style of art:</b> Pointillism, surrealism, cubism, fauvism, impressionism <b>Skill:</b> Painting <b>Links:</b>	<b>Equipment:</b> natural resources <b>Artist covered:</b> Andy Goldsworthy <b>Style of art:</b> Contemporary – sculpture and artist <b>Skill:</b> Sculpture <b>Links:</b> Science, Geography
Year 4	Prehistoric art – stone age focus	Landscapes – focus on Alps	Water/Sea/Rivers
	<b>Equipment:</b> Sketch pencils, chalks, charcoal, large paper <b>Artist covered:</b> none specified <b>Style of art:</b> cave paintings <b>Skill:</b> Drawing <b>Links:</b> Geography	<b>Equipment:</b> watercolours, paint, <b>Canvas</b> <b>Artist covered:</b> Vincent Van Gogh <b>Style of art:</b> range - impressionist, pointillism, post-impressionism <b>Skill:</b> Painting <b>Links:</b> Geography (Alps)	<b>Equipment:</b> paints, chalks, pastels, collage <b>Artist covered:</b> range of artists <b>Style of art:</b> <b>Skill:</b> Painting, collage <b>Links:</b> Geography, English
Year 5	Tudor Art – Tudor portraits	Comparing landscapes - The Grand Canyon and Arctic Icebergs	Space Art
	<b>Equipment:</b> sketch pencils <b>Artist covered:</b> Hans Holbein <b>Style of art:</b> Traditional art <b>Skill:</b> Drawing <b>Links:</b> History	<b>Equipment:</b> oil pastels, cardboard, paper mâché, paper, paints. <b>Artist covered:</b> illustrator Robert Neubecker - GC. Anthony Smith - AI <b>Style of art:</b> RN – contemporary illustrations. AS – contemporary sculpture <b>Skill:</b> Sculpture and painting <b>Links:</b> Geography	<b>Equipment:</b> paint, <b>Canvas</b> <b>Artist covered:</b> range of artists <b>Style of art:</b> <b>Skill:</b> Painting <b>Links:</b> Science
Year 6	WW2 art	Asian Art	Perspectives
	<b>Equipment:</b> Sketch pencils, oil pastels/wax, water colours, charcoal, <b>Canvas</b> <b>Artist covered:</b> Henry Moore <b>Style of art:</b> influence of many styles including classicism, surrealism <b>Skill:</b> drawing <b>Links:</b> History, English	<b>Equipment:</b> paint, textile (clothing), textile paint <b>Artist covered:</b> Yayoi Kusama <b>Style of art:</b> Japanese contemporary <b>Skill:</b> Painting <b>Links:</b> RAW	<b>Equipment:</b> sketch pencils <b>Artist covered:</b> range of artists including architects <b>Style of art:</b> contemporary <b>Skill:</b> Drawing <b>Links:</b>



Planning to help children get better at art & design involves extending the breadth of content by providing opportunities for children to:

- respond to personal, social and environmental issues within the broad themes of “themselves and their experiences” and “natural and made objects” and “environments”;
- participate in an increasing range of practical experiences of art, craft & design;
- engage with art, craft & design in a variety of genres, styles and traditions

Increasing children’s depth of knowledge and understanding of;

- visual and tactile elements of line, shape, pattern, texture, colour, tone, form and space;
- the materials and processes used by artists, craftspeople and designers;
- the role and function of art, craft and design in different times and cultures

Improving the quality of children’s response and outcomes through the development of:

- practical and technical skills
- the ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meaning;
- the ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

### **Adaptations**

At Ravenscote, we recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all. We do this by matching the challenge of the task to the ability of the child. Adaptations can take place by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all children complete tasks
- Children groupings: ability or mixed ability groups; or groups, paired or individual activities.
- Providing a range of challenges with different resources, e.g. different equipment for different levels of ability.
- Using additional adults to support the work of an individual or small group.
- Expectation.

### **Special Educational Needs**

All children have access to all learning activities in order that they reach their full potential. Where appropriate tasks and outcomes will be adapted to meet the needs of our children. The provision of opportunities to develop their abilities at their own pace helps children with special educational needs to experience success and raise their self-esteem.

### **Inclusion**

In providing effective learning opportunities for all children and in overcoming any potential barriers to learning in art and design.

- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first-hand experiences and to allow children to explore an idea or theme.
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials.



## Equal Opportunities

All children are provided with equal opportunities, regardless of their race, gender, cultural background or ability.

## Ethnic Minorities

The images and artefacts created by people from other cultures need to be seen in context and to be recognised as valid as those from European traditions.

## Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, children should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks

## Evaluation

The effectiveness of our Art teaching can be assessed by:

- the standards achieved
- the children's acquisition of a growing knowledge and confidence of art, craft and design.
- the development of a specialist vocabulary
- use of a range of resources, materials and techniques
- developing the ability to select these appropriately
- being able to work in 3D as well as 2D
- the ability to review and modify their work
- being able to make connections between their own and other artists' work

This will be achieved through regular monitoring, discussion with the children and feedback from teachers, curriculum team members and parents.

