



Art and Design Policy

At Lyncrest we value Art and Design as an important part of the curriculum. It is taught as a discrete subject across the school. Additionally, we aim to promote a creative environment where the children are given many opportunities to express themselves artistically. Through the teaching and learning of Art and Design, we seek to develop these key characteristics of an artist and designer:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft-makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Teaching and Learning for Art and Design

Classes undertake a sequence of Art and Design lessons once every other half term (alternating between Design and Technology for the other half of the term). Teachers follow the teaching and learning policy when delivering art and design lessons. A variety of teaching and learning styles are used in Art and Design lessons in order to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of learning as models for the other children. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Children are given the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Art and Design Curriculum Planning

The National Curriculum is used as the basis of curriculum planning, with specific guidance provided by Chris Quigley Essentials to plan Art and Design lessons that work towards threshold concepts and their relative milestones. These concepts and milestones form the intention for the children's learning and planning is based around meeting these intentions.

These intentions are:

- To develop ideas.
- To master techniques (in painting, sculpture, collage, drawing, print, textiles and digital media).
- To take inspiration from the greats.

Art and Design across the school builds upon prior learning and as such intentions are repeated across year

groups; however, a progression is found within the milestones we wish for the children to achieve across each year group. This progression can be found within the long term Art and Design Plan within the Chris Quigley Essentials scheme.

Art and Design in EYFS

In the foundation stage, the class experience a wide range of creative activities linked to their Early Learning Goals. The EYFS curriculum indicates that Art and Design is a part of 'Expressive arts and design'. The activities they undertake, link with their topic or theme (for example space) and they will be working towards their first milestones from the learning intentions listed above by safely using and exploring a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function. Additionally, children will use what they have learnt about media and materials in original ways, thinking about uses and purposes and they will represent their own ideas, thoughts and feelings of art and design.

Assessment Practice for Art and Design

We use general assessment practices in this subject as outlined at the start of Teaching and Learning Policy under the heading 'Meeting children's learning needs through assessment practice'. Children's progress is recorded in their individual Learning Logs.