

Art & Design Policy

Overview

This policy for Art teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

1) Aims and Opportunities

1.1 Aims

At Bridstow School, Art and Design is taught as a creative, purposeful and connected part of our wider curriculum. In line with The Harmony Project approach, we place nature, sustainability and enquiry at the heart of learning. Children are encouraged to observe the natural world closely, explore pattern, colour, shape, form and texture, and understand how artists, designers and craftspeople respond to the world around them. Through carefully sequenced learning, pupils develop technical skills, creativity, confidence and critical thinking so that they can express ideas, solve problems, make thoughtful choices and appreciate the role of art and design in creating a more sustainable and beautiful world.

1.2 Opportunities

Art and Design offers opportunities for children to:

- develop creativity and imagination through visual, tactile, sensory and nature-connected experiences;
- observe carefully, record from first-hand experience and use sketchbooks to develop personal responses to natural and human-made forms;
- improve control of materials, tools and techniques through exploration, practice, refinement and adaptation;
- communicate ideas, opinions and feelings about their own work and the work of others with respect and curiosity;
- increase awareness of the roles and purposes of art and design across different cultures, communities, times and places, recognising diversity as a source of richness;
- develop enjoyment, appreciation and care for the natural and built environment through the study of artists, designers, craftspeople and creative traditions.

2) Organisation and Planning

2.1 Time allocation

Art and Design will be taught for 8-12 hours each term, depending on the skills and enquiry focus being developed. Learning may be taught discretely or linked meaningfully to wider curriculum enquiries where this deepens children's understanding of a Harmony principle, such as diversity, cycles, interdependence, adaptation, health, geometry or oneness. Teachers will ensure that creative links are purposeful and that progression in knowledge and skills remains clear.

2.2 Planning

Long-term planning is based upon a 2-year rolling programme to ensure complete coverage and progression for all pupils. Where appropriate, Art and Design is planned through meaningful enquiries of learning which connect subject knowledge and skills to the natural world, sustainability themes and the principles of Harmony.

Each term, children focus on key artistic knowledge, vocabulary and skills which are taught, practised and revisited over time. Teachers adapt schemes and lessons to ensure they are meaningful for their class and locality, while maintaining clear learning objectives, progression and opportunities for pupils to make connections across the curriculum.

Throughout Key Stage 2 we promote the use of sketchbooks. These are used for children to observe, collect, question, experiment, develop ideas, practise techniques, reflect on feedback and explore the work of artists, designers and craftspeople. Sketchbooks support pupils to see art as a process of growth, adaptation and refinement, rather than simply a finished product.

2.3 Computing

We use digital technology to support Art and Design where it enhances learning. Children may use cameras, tablets and digital tools to observe, research, record, design, create and present their ideas. Technology is used thoughtfully to broaden access, support creativity and help pupils explore pattern, colour, composition and design, while maintaining a strong focus on first-hand experience, practical making and direct engagement with the natural world.

2.4 Extending the curriculum

Children develop their understanding of Art and Design through rich first-hand experiences. Wherever possible, pupils will observe nature directly, visit local places of interest, galleries, museums and community spaces, and engage with artists, designers, makers and craftspeople. These experiences help children understand that creativity is connected to people, place, culture and the environment.

2.5 The learning environment

We aim to provide a rich, inclusive and creative learning environment where children feel secure, curious and able to take creative risks. Displays, resources and outdoor learning opportunities should celebrate process as well as product, value children's ideas, and help pupils recognise pattern, beauty, balance and connection in the world around them.

2.6 Management and organisation of resources

The Art subject leader will order consumable resources at the end of each term for specific planned projects. Staff are encouraged to consider sustainable choices, reuse materials where safe and appropriate, and make thoughtful use of natural, reclaimed or locally sourced materials to support creative learning.

The consumable resources are stored in labelled boxes, based in the central store (Oak teaching room) and can be taken to the classroom for the length of the skill being taught.

Paintbrushes, painting equipment, printing materials and other resources are also kept in the Oak Room and should be returned cleaned.

2.7 Health and safety

Risk assessments will be carried out prior to art projects such as Batik. Teachers will always teach the safe use of tools and equipment and insist on good practice. Children will be taught how to take steps to control risks. Wax pots will be used by adults only due to the high heat.

3) Links with other subjects and key competencies

Art and Design contributes to English by encouraging children to ask questions, describe observations, discuss ideas, explain choices and respond thoughtfully to the work of others. Pupils develop subject-specific vocabulary and learn to communicate with clarity, confidence and respect.

Art and Design contributes to mathematics by helping children explore shape, space, symmetry, scale, pattern, proportion and geometry. Through drawing, designing, constructing and analysing natural forms, pupils develop an understanding of mathematical ideas in purposeful and creative contexts.

Art and Design supports personal development by giving children opportunities to make choices, develop resilience, reflect on their progress and take pride in their creative growth. Pupils learn that mistakes, experimentation and adaptation are important parts of the artistic process.

The teaching of Art and Design supports social, cultural and environmental understanding. Children learn to collaborate, listen, share materials, value different perspectives and appreciate the creative contributions of others. Through the study of artists, designers, craftspeople, cultures and natural systems, pupils develop respect for diversity, interdependence and the responsibility we all share for caring for each other and the world around us.