

Art and Design Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: M Villano

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Last reviewed on: September 2024

Next review due by: September 2026

1. Aims and objectives

Art and design stimulate creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. 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 become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

The aims of art and design are:

- To enable children to record from first-hand experience and from imagination and to select their own ideas to use in their work
- To encourage children to recognise the need to modify their work and to be able to discuss their reasons
- 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 purposes of art and design in different times and cultures
- To develop increasing confidence in the use of visual and tactile elements and materials
- To foster an enjoyment and appreciation of the visual arts, and knowledge of artists, craftspeople and designers.

2. Teaching and learning style

Thomas Jolyffe Primary School uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design and to ensure that there is a clear progression of skills as children move on through the school. We seek to involve a wide range of strategies to meet the individual needs of children studying art by:

- Giving the children access to a range of resources
- Children with special educational needs are provided, where possible, with alternative and appropriate tools and resources to enable them to become independent learners as much as possible. Support and guidance are provided when necessary .
- Providing guidance on specific techniques, tools and the use of different media so that the children can produce varied and interesting artwork.
- Emphasising the importance of planning and the processes involved in making art such as researching, observing, sketching and experimentation.
- Giving opportunities for important core activities such as 3D construction using recycled materials, observational drawings, looking at and talking about art in a variety of contexts.
- Giving children opportunities to share and discuss their own artwork and the work of others.

- Providing opportunities to work individually and in groups
- Providing further interesting art activities through art club and art competitions

3. Role of the Art and Design Coordinator

The role of the Art Coordinator is to:

- Ensure there is clear progress in skills in art that are taught and practiced which is evidenced through children's work
- Monitor and evaluate art opportunities throughout the school
- Seek to enthuse pupils and staff about art and promote high achievement.
- Manage and develop all resources for art
- Try to keep up to date with current developments through (where possible) attending courses and disseminating this information to the rest of the staff
- To monitor how well children are retaining the knowledge that they have learnt.

Displays

- Should represent all pupils over time
- The content of the display should be explained
- Should provide pupils with opportunities to learn from each other, and also experience a sense of achievement from work well done
- Will feature both 2D and 3D work where appropriate
- Celebrate individual excellence through celebration assemblies and through pictures displayed in school
- Are to incorporate and include British Values

We seek to ensure all pupils achieve their best, according to their capabilities and regardless of their disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.