The Crescent Primary School Art and Design Policy

As a school we recognise each individual and their needs, this policy relates directly to UNICEFs Convention of the Rights of the child. The articles in particular 6, 12, 13, 17, 28, 29, 31.

Rationale:

Art is a way of organising and communicating experience, feelings and ideas in visual or tactile form. Through experience of a variety of materials, tools and techniques, children have the opportunity to record the world around them in a creative way.

Aims:

- To follow the requirements of the National Curriculum for Art and Design
- To ensure provision of opportunities to work with a range of media
- To ensure development and progression of skills
- To give the opportunity to work in 2D and 3D
- To learn about great artists, craftspeople, architects and designers from a range of cultures and ethnicities
- To promote pupils' social, moral, spiritual and cultural development through the study of artists and techniques from around the world
- To have cross curricular links where appropriate

Expectations:

- All children in Years 1-6 to have an Art book – new ones given out in year 1,3 and 5.
- All children to be taught skills and have opportunities to refine and apply them to their work

Organisation:

- Art work should be completed in Art books when appropriate
- Each classroom to have basic art resources (paint, paintbrushes, drawing pencils,

pastels, palettes)

- Shared school resources located in central area or in year group cupboard if year group specific
- Art work from each year group to be displayed in the Crescent Art Gallery (Appendix A)

Assessment:

- Children's Art work to be assessed against the National Curriculum objectives
- Art books to show a progression and development of skills through each unit of work, following the Knowledge Organiser skills.
- Children to self- assess through annotations in Art books.
- Assessments (WT or ARE) to be recorded on Insight.

Health and safety:

- Teachers to ensure children are working in a safe environment, using equipment correctly
- Protective clothing to be worn where appropriate
- When using clay, plaster of Paris, refer to Hampshire guidelines (Appendix B)

Equality:
When teaching art, all teachers and students show respect when learning about and observing people with protected characteristics. Learning about BAME artists and other cultures through art allows children the chance to discuss and understand other people's lives.
We aim to highlight and study at least one BAME (Black, Asian, Minority Ethnic) artists cultures, sculptors and craftspeople in each year group across the art curriculum.

Reviewed by: Olivia Butterwick

Review Date: October 2026

APPENDIX A



Aims:

- To promote Art throughout the school
- To showcase and celebrate Art work from Year R to Year 6
- To raise the profile of Art at The Crescent
- To show progression of skills in Art throughout the school

Organisation:

- Each class to submit high quality pieces of art to be displayed in the gallery
- Display to be changed termly
- Each piece of work to be labelled with name of artist, title of piece, medium used
- List of exhibitors to be displayed
- Label explaining learning focus for each year group.

APPENDIX B

Using Clay in the Classroom

- Plastic aprons are better for clay work to minimise the build-up of dust.
- A damp sponge in a shallow dish, within reach, enables children to keep their hands moist while modelling and lessens clay dust.
- Work on layered newspaper instead of clay boards so that newspaper can be folded and disposed of, limiting dust. If boards are used, wash after use.
- Rolling clay slabs and tiles is best done on squares of cotton fabric to avoid sticking. Wash the fabric after use.
- Always supervise use of clay knives and sharp tools. Count them out and count them back!
- Attach carrier bags/black sacks to the ends of tables so that rubbish can be disposed of with minimal movement.
- After using clay, all surfaces and tools should be cleaned using a damp sponge to remove clay dust. Do not use a brush as it will create dust in the air.
- Prior to the use of clay, the group of children in the class needs to be considered for allergies which could be triggered by the use of clay, eg: asthma, eczema.

Taken from '**Health and safety in art, craft and design for primary schools**' HIAS May 2013