



Art and Design Policy

1 Aims and objectives

- 1.1 Art and design stimulates 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.
- 1.2 Our objectives in the teaching 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 develop creativity and imagination using a range of different media;
 - 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 a knowledge of artists, craftspeople and designers;
 - to develop the cross-curricular use of art and design in all subjects.

2 Teaching and learning

- 2.1 The 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. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information Technology.
- 2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting tasks that are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, where not all children complete all tasks;
 - sometimes grouping children by ability, and setting different tasks for each group;
 - providing a range of challenges with different resources;

- having more adults support the work of individual children or small groups;
- providing specialist support where individual children have particular gifts or talents.

3 Art and design curriculum planning

- 3.1 Art and design is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in art and design. We have adapted the programme to our particular circumstances in that we use our topic work theme as the starting point for some aspects of our work.
- 3.2 We carry out the curriculum planning in art and design: long-term and medium-term. Our long-term plan maps out the themes covered each term from year 1 to year 6. Our subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 Our medium-term plans give details of each topic unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work throughout the year. The subject leader is responsible for keeping and reviewing these plans.
- 3.4 We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 The Early Years Foundation Stage

- 4.1 In the Foundation Stage children are working towards the Early Learning Goal for Expressive Arts and Design. This includes: Being Imaginative and Media and Materials.
- 4.2 At the start of the year children are introduced to the Creative area. In this area there is a shelving unit where children can access different materials and creative resources. These are all labelled and organised in baskets for the children to access independently. The children are encouraged to create whatever they wish, as long as they can assign some meaning to what they have made.
- 4.3 In the Creative Area there is also a painting easel. Children are expected to write their name on each painting that they produce. Children are also encouraged to mix their own paints to make the colour that they desire. Paintings are displayed and children's achievements are celebrated.
- 4.4. The children also have access to a junk modelling area. Children can use the cardboard boxes to create different models, these are often linked to our current theme. E.g. making castles or pirate ships. The children are not restricted where they make their models.
- 4.5. Each week there is also a focus creative activity. This is linked to our current theme, or the children's interests. This activity is planned for and is introduced by an adult at the start of each week. The children are encouraged to complete the activity as independently as possible. The focus activities provide a good opportunity to model skills such as colour mixing or joining materials gather using different resources e.g. glue stick, pva glue, tape, split pins. The children may also explore different artists or techniques throughout the year.
- 4.6. Children have access to exciting and engaging role-play areas in the Foundation Stage. These are often linked to our current theme, however the children play a role in creating the role-play areas and we often follow the children's interests and ideas when creating new role-play areas. The children are provided with costumes and props and adults will often model role-play during Literacy lessons, as part of the Narrative Immersion based curriculum.
- 4.7. Expressive Arts and Design also encompasses Music (Please see Music Policy for this)

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. The children are also given the chance to complete their own vision quests of different fictional settings created in novels.

5.2 Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. Children are given the opportunity to explore maths through art during 'Maths and Science Week' for example, symmetry and tessellation.

5.3 Personal, social and health education (PSHE) and British Values

Art and design contributes to the teaching of some elements of personal, social and health education and our British values. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

5.4 Humanities

As appropriate, we link our work in art and design to our teaching of humanities. For example, we can use art to illustrate historical subjects, or help children understand the geographical features by designing models.

5.5 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

6 Art and design and IT

6.1 IT enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using iPad cameras and video recording software. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet and apps, to find out more about the lives and works of famous artists and designers.

7 Art and Design and Inclusion

7.1 We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

- 7.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.
- 7.3 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment

- 8.1 We assess the children's work in art and design while observing them working during lessons. At the end of the year, we make a judgement against the National Curriculum levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- 8.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

9 Resources

- 9.1 We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store.

10 Monitoring and review

- 10.1 The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping them informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
 - gives the headteacher an annual action plan in which she evaluates the strengths and weaknesses in Art and Design, and indicates areas for further improvement.
- 10.2 The quality of teaching and learning in Art and Design is monitored and evaluated by the subject co-ordinator as part of the school's agreed cycle of monitoring and evaluation.
- 10.3 This policy will be reviewed at least every three years.

Signed:

Date: