

St. Margaret's CEVA Primary School



Art and Design Policy

1 Aims and Objectives

Art, Craft and Design are unique forms of human expression and communication, fundamentally important to the creative, intellectual, aesthetic and physical development of, not only the child, but all humans. They provide a unique vehicle that enables the recording of expressions of emotions, ideas and observations of both individuals and their world through an enormous range of materials and processes.

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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design at St Margaret's 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 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 a knowledge of artists, craftspeople and designers.

2. Teaching and learning style

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 in art and design. 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/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 say what they think and feel about them. We give children 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 IT.

We recognise the fact that we have children of differing ability in all our classes, and so 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 common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group; Art and Design Policy
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

We recognise that creativity is an important part of the development of the whole child and as a result include Art and Design in enrichment activities and in whole school creative days. This provides all children with an opportunity to explore areas of art and design which are not covered until later on in their education.

3 Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. At St Margaret's Primary School we plan the activities in art and design carefully so that children build upon their prior learning. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 Early Years Foundation Stage

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to use sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

5 Art and Design Policy Contribution of art and design to teaching in other curriculum areas:

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.

Mathematics: Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information technology (IT): We use IT to support art and design teaching when appropriate. 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

digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE): Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. 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 whilst undertaking their work.

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 co-operate 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 Inclusion

We teach art and design to all children, whatever their ability. 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 each child.

We ensure that all pupils have access to a broad and balanced curriculum which includes Art and Design. Staff work towards removing barriers to learning and participation. Art and Design activities may be adapted to allow access through means such as ICT, use of tactile materials and AAC (Alternative and Augmentative Communication). Alternative methods of responding and recording are planned where appropriate. Staff work towards ensuring that all children are challenged appropriately. Art and Design activities may be used as a way of increasing pupils understanding of Global issues, such as poverty, sustainability and wealth.

7 Assessment and recording

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work staff can make a judgement against

skills taught from the long term medium plan. Staff need to judge if each child has achieved the skills taught after each topic and what still needs to be taught. The teacher assesses whether the skill has been acquired and what will need to be covered again, and then uses this information to plan future work for each child. 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. We pass this information on to the next teacher at the end of each year.

8 Resources

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 cupboard. This room is accessible to children only under adult supervision. It is the duty of the subject leader to ensure that the resources are replenished regularly. Individual class teachers are responsible for requesting specific resources for individual topics before the start of each term.

9 Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The art and design subject leader has specially allocated regular management time, which s/he uses to review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.

Signed:

Date: