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Art and design Policy Boarshaw Community Primary School Policy

Introduction

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

General Aims

These aims are intended for all children in school. How they are implemented will depend upon the age and ability of the children.

1. To provide all pupils with equal access to a rich art and design curriculum matched well to their ages, abilities and special needs.
2. To provide all pupils with a carefully planned and curriculum to ensure that learning is continuous and that pupils make good progress.
3. To allow children to use all of their senses to increase their skills and techniques and express their thoughts, feelings and responses.
4. To develop the children's ability to observe and record first hand the world around them.
5. To develop an understanding and appreciation of artists from a variety of times and cultures, their style and techniques and their work.
6. To engage children's interest by offering excellent opportunities to extend creative learning, challenge their imagination, value originality and to encourage and motivate them to want to learn.
7. To enrich other areas of the curriculum through art to show that learning, knowledge, ideas and feelings can be expressed in a variety of ways.
8. To develop children's confidence in using a range of high quality visual and tactile resources, including ICT, to underpin learning and teaching.
9. To provide children with opportunities to express themselves confidently in emotional terms through their art experiences.
10. To develop the children's patience and persistence to realise their ideas and to recognise the possibility of making mistakes without the feeling of a sense of failure.
11. produce creative work, exploring their ideas and recording their experiences
12. become proficient in drawing, painting, sculpture and other art, craft and design techniques
13. evaluate and analyse creative works using the language of art, craft and design

14. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Teaching and Organisation

Techniques and skills from the programme of study will be split across year groups to ensure that each can be studied in detail and all will have been covered by the end of the key stage with a level of increasing challenge each year. Teachers will provide guidance on specific techniques, tools and media and will aim to provide many experiences of the skills/techniques for their year group throughout the year so that it can be consolidated and progress made.

Children's work and achievement within art will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. The art curriculum, including cross-curricular links, will help children to learn about other cultures, nations and times including their own locality.

Planning- Cross-Curricular Opportunities

We ensure art work links to our termly topic which provides inspirational learning opportunities which we tailor to the needs and diversity of our children. We are extremely proud of our creative and vibrant curriculum. Each interactive learning project offers children the opportunity to:

Engage the children in first hand, memorable learning experiences where children have the chance to investigate and explore using all their senses.

To develop the children's research skills, knowledge and understanding

To facilitate application of skills, knowledge and understanding.

To allow children to express, perform, share, evaluate and celebrate their learning.

Cross curricular links will be made between subjects where appropriate and these will be planned for by the class teacher. Art will lesson will be linked to the classes termly topic. Children will have the opportunity to access information texts about artists. Children will be encouraged to ask and answer questions about starting points for work which will link to many curriculum areas.

Opportunities should also be taken to enliven the curriculum through educational visits out of school and the involvement of visitors into school such as artists, sculptors and crafts people. Use should be made of the school grounds and local environment for art work too where appropriate.

The Use of ICT

ICT can be used where appropriate i.e. graphic design, computer based art packages and internet research for artists' work or information about them. Digital recording equipment may also be used to recording observations as stimuli.

Assessment

Assessment will be carried out by teacher/teaching assistant observation during practical activities. Progress will be recorded for the lesson against the learning objectives for that lesson. At the end of the year a final assessment will be made in the form of a progress report sent home to parents and viewed by the next teacher.

Inclusion and Equal Opportunities

Suitable learning opportunities will be provided for all children by matching the level of challenge to the ability of the child. Some tasks may be open-ended allowing differentiation through outcome. Additional adults may also work with some children to provide extra support through additional instruction, prompting or physical support. Activities may be adapted for children with physical needs such as different cutting apparatus or elements already being pre-cut.

Boarshaw Community Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Role of Subject Leader

Members of staff will be given responsibility for leading, managing, monitoring and reviewing the art opportunities throughout the school. They will also be responsible for the ordering of required resources. General resources will be ordered regularly and teachers will be able to request specific resources needed for their topics. The subject leader should also try to keep up to date with current developments in art education by attending courses and then providing feedback to other staff.

Parental Involvement

Parents will be expected to support any art homework/project that may be set. If events specific to any art work is carried out,