



## Art and Design Policy



### 1 Aims and objectives

**1.1** Art and design aims to 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

**1.2** 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 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;
- develop proficient techniques in drawing, painting, sculpture and other art, craft and design methods
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

### 2 Teaching and learning style

**2.1** Children receive a variety of teaching and learning styles in art and design lessons. We recognise that art is a fundamental part of the curriculum and therefore to deliver best practice, we employ a specialist art teacher who provides art lessons across school. 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.

- 2.2** 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;
  - providing a range of challenges with different resources;
  - using additional adults to support the work of individual children or small groups.

### **3 Art and Design curriculum planning**

- 3.1** Art is often depicted through cross-curricular links and therefore develops children's art skills by using a variety of mediums. Planning can change yearly to link in with any particular events or focuses of the school. A curriculum map provides the different skills to be taught in each year group and this is developed and covered by the specialist art teacher.
- 3.2** We carry out curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the skills to be covered in each year group.
- 3.3** Class teachers annotate the medium term plans and these constitute a daily plan for each lesson.
- 3.4** We plan the activities in art and design so that they build upon the prior learning of the children. 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.
- 3.5** One class during the year will have the opportunity to experience working with an art professional at a local art gallery. There they will advance their knowledge and skills around a famous artist.
- 3.6** Each year the school partakes in the Primary Arts Network (PAN) whereby work is focussed on one topic throughout school to be exhibited at a later date. Outside agencies and artists work with a variety of classes to complete this work.

### **4 The Foundation Stage**

- 4.1** We encourage creative work in the reception class, as the reception class follows the objectives of the EYFS framework. We relate the creative development of the children to the objectives set out for expressive arts and design 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.

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**4.2** 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. Activities are modelled by the teacher and children are encouraged to return to these activities during independent play. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## **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.

### **5.2 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.

### **5.3 Computing**

We use computers to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. 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. Photographic packages are also used to edit images.

### **5.4 Personal, social and health education (PSHE) and citizenship**

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.

### **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 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 Teaching art and design to children with special educational needs**

**6.1** At our school we teach art and design to all children, whatever their ability. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

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**6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

**6.3** We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment and recording**

**7.1** Teachers alongside the specialist art teacher, assess children's achievement in art and design through observations of the children's work. This information is used to inform future planning and to inform parents annually in end-of-year reports.

## **8 Resources**

**8.1** 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. This room is accessible to children only under adult supervision.

## **9 Health and Safety**

**9.1** The general teaching requirement for health and safety applies in this subject.

## **10 Monitoring and review**

**10.1** 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 collaborating with the external specialist art teacher. Regular discussions take place regarding current developments in the subject.

## **11 Staff Roles of Responsibility**

**11.1** It is the role of the co-ordinator for Art and Design, with the head and deputy head, to help other members of staff to effectively implement the Art and Design policy of the school. Their role will include:

- Taking the lead in policy development
- Monitoring and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent art and design developments
- Liaising with the Headteacher and Governors about Art and Design.

It is the role of individual members of staff to implement the agreed Art and Design policy to ensure the continued and successful development of the subject throughout the school.

**12 Equality of Opportunity**

**12.1** In this school we recognise that each individual has the right to equality of opportunity regardless of gender, race, cultural background, religion, age, disability, intellectual ability or financial circumstances.

**13 Conclusion**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Assessment
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy

This policy was presented to the governors on \_\_\_\_\_

**Signed:** \_\_\_\_\_ Governor

\_\_\_\_\_ Headteacher

**Date:**

**Date reviewed** \_\_\_\_\_