

## Art and Design Policy



### Aims and Objectives

Art & 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 judgments 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 enriches all of our lives.

The objectives of Art & Design:

- To enable children to record from first-hand experience and imagination
- To develop creativity and imagination through a range of activities
- To improve children's techniques and ability to control tools and materials.
- To increase their awareness of the role and purpose 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 enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

The National Curriculum for Art & Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Teaching and Learning Style

The school uses a variety of teaching and learning styles in Art & Design lessons. Children in both Key Stages 1 & 2 will develop their skills and knowledge through a range of practical tasks including; drawing, painting, print making, collage and sculpture. Through these tasks, children's techniques in colour, pattern, line, shape, form texture and space will develop.

Our principal aim is to develop the children's knowledge, skills and understanding of Arts and Culture. Teachers ensure that the children apply their knowledge and understanding so that when investigating and making something, they explore and develop ideas, and evaluate and develop their work. We do this through a mixture of whole class teaching and individual/group work activities. Within lessons, we give children the opportunity to work on their own and to collaborate with others, listening to ideas and treating others with respect. All children in Years 1-6 have a sketch book. Sketch books should evidence the learning process – it should be clear that children are given time to experiment and take risks before conducting a final piece of Art. Children critically evaluate existing pieces of art work, their own work and that of others. They have the opportunity to use a wide range of resources including ICT.

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In all classes there are children of differing abilities. We recognise this and provide suitable learning opportunities for all children, 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 results.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Using additional adults to support the work of individual children or small groups

## **Art & Design Curriculum Planning**

Art & Design is a foundation subject within the National Curriculum. At Delph Side, we deliver Art throughout our newly developed curriculum. We devise plans which outline the key skills, key learning (as linked in our Curriculum Map and Skills Progression), teaching input and task (differentiated) and an opportunity for reflection at the end of each learning experience.

Activities are planned to build on prior learning and we plan for progression over the year, so there is an increasing challenge for the children as they move through school.

## **The Foundation Stage**

Children in Nursery and Reception are provided with many opportunities to be creative through both adult led and child initiated learning time. Activities are planned with the Expressive Arts & Design 'Early Years Outcomes' in mind and children work towards achieving the Early Learning Goals at the end of their time in Reception. The Nursery and Reception environments encourage and value creativity. Both classrooms have 'Creative Areas' which are stocked with a range of open ended resources - children are able to access these resources independently allowing them to gain a real interest in and love of creative activities from a very early age. Adults work alongside children in their play in order to enhance their creative ideas and thinking.

## **Art & Design and Information Communication Technology**

ICT enhances our teaching of Art, where appropriate, across all key stages. Children use software and skills from the Computing Curriculum to explore colour, shape and pattern in their work. iPads allow children to use the internet to find out more about the lives and works of famous artists and designers.

## **Art & Design and Inclusion**

When teaching Art & Design, teachers strive to ensure that they meet the needs of all pupils in their class, including those who special educational needs or disabilities, those who are learning English as an Additional Language, and those who show a special talent in the subject. Every child's response is unique and activities in Art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

## **Display and Presentation**

The school recognises that the effective display and presentation of pupil's work and the efficient organisation and presentation of material and equipment, has a positive effect on pupil's learning and respect for the subject. The Art & Design Subject Leader is responsible for ensuring that children's Art & Design work is displayed effectively around school. Teachers should also ensure that their class display has examples of art work along with key learning statements.

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### **Resources**

We have a range of resources to support the teaching of Art & Design across the school. All of our classrooms have a range of basic resources. More specialised materials are kept in specific areas of the school. Certain resources are only accessible to children under adult supervision.

### **Assessment for Learning**

We assess children's work in Art while observing them working during lessons. Teachers base progress judgements against the learning objectives and the success criteria for the lesson. Feedback is given to the children during lessons, allowing the opportunity to develop and progress in future tasks. Children are assessed in line with Age Related Expectations across a range of skills from the National Curriculum, as outlined in our Curriculum Map and Skills Progression documents. These skills are built upon in each successive year – the subject leader keeps progress records for each year group, throughout the year. An annual assessment of progress for each child is made and this is reported to parents as part of the child's school report.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps the children to appreciate how they can improve their performance and potential targets for the future.

### **Monitor and Review**

The monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of the subject leader and class teachers. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art and providing a strategic lead and direction for this subject within the school.

### **Health and Safety**

It is the responsibility of the teacher to ensure all pupils are taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.