



Preesall Fleetwood's Charity CE School

Art and Design Policy

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

Art & Design Policy

Introduction

At Preesall Fleetwood's Charity School, we value Art and Design as an important part of a child's entitlement to a broad and balanced curriculum, enriching the lives of young people.

The importance of Art is evident through our Art weeks, in which we plan and deliver skills focusing on a particular skill or aspect of Art, throughout the school. This is often combined with another subject such as English or Geography enabling children to make sense and ask questions of the world around them through Art.

Children explore Art as a means of deepening their understanding of the links and difference between faiths and as a way of appreciating cultural diversity.

Our high-quality Art and Design education engages, inspires and challenges pupils, giving them 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.

Intent

Subject Aims:

To develop human creativity. The pupils are to be engaged, inspired and challenged. Give them knowledge and skills to experiment, invent and create.

Progress to:

Thinking critically. Gain an understanding of Art and Design. Reflect on how it shapes our history and contributes to culture, creativity and wealth of the nation.

'**Creativity** is the process of having original ideas that have value. There are two other concepts to keep in mind: imagination and innovation. Imagination is the root of **creativity**.'
Sir Ken Robinson.

Aims of Art and Design:

- Produce creative work
- Explore their own ideas
- Record their experiences
- Become proficient at drawing, painting, sculpting
- Become proficient at general art, craft and design techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft makers and designers
- Understand historical and cultural developments of art forms

Implementation

Teaching and Learning Style

The school uses a variety of teaching and learning styles in Art and Design lessons. Our main aim is to develop the children's knowledge, skills and understanding. Teachers explicitly model the skills and knowledge needed to achieve a particular technique, building skills in small progressive steps and showing lots of models. We do this best through a mixture of whole-class teaching and individual or group activities. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. This helps children know what they need to do next to progress. 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 ICT.

We adopt a growth mind set approach, instilling the belief that if you can't do something, you just can't do it yet. All children are encouraged to have a go in art and design and be confident and resilient in their approach, knowing that practise will only improve their skills.

We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- providing a range of challenges;
- providing lots of modelling of techniques;
- building skills in small progressive steps;
- providing a range of examples from artists and pupils;
- giving children opportunity to respond to feedback;
- higher attaining pupils coaching pupils struggling to grasp a skill or technique;

Curriculum

Art and Design is a foundation subject in the National Curriculum. At Preesall Fleetwood's Charity Primary School we use a creative thematic approach towards our curriculum planning linking our class projects with the current topic, whilst ensuring well-structured progression of skills. We use the Lancashire planning scheme alongside KLIPS to plan inspiring lessons covering a range of progressive skills and knowledge giving children the opportunity to learn about collaboration, of thinking differently, and of developing personal creativity.

Children have the opportunity to look at the work of famous local, national and international artists to enhance their learning.

What do we learn?

The National Curriculum (2014) for Art and Design states that all pupils should:

- 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 artistic works using the language of art, craft and design.

- Know about great artists, craft makers and designers, and understand the historical development of their art forms.

At Preesall Fleetwood's Charity C of E School, we follow the Lancashire planning for Art and Design to ensure we meet the aims of the National Curriculum.

Key learning covers: Exploring and Developing Ideas, Evaluating and Developing Work, Drawing, Digital Media, Painting, Printing, Textiles, 3-D and Collage.

Learning is progressive and sequential with children building skills over time, in inspiring units of work with cross-curricular opportunities.

We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our subject leader devises this plan in conjunction with teaching colleagues in each year group and our Art and Design Progression document.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for reviewing these plans.

Class teachers complete a plan for each art and design lesson. These list the specific learning objectives and give details of how to teach the lessons and possible directions of enquiry pupil's work might take. The class teacher keeps these plans, and the class teacher and subject leader often discuss them on an informal basis.

EYFS

We encourage creative work in the foundation class, as this is part of the Early Years Foundation Stage Framework. We relate the children's creative development 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.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

KS1

In KS1 children will be taught to:

- appreciate the wonder of God's given creations in the natural world;
- explore and develop their ideas by drawing, collecting ideas and talking about them;
- try out and use a range of materials and tools for drawing, painting, collage, textiles, digital media and printing;
- think and talk about their ideas as they work so that they can change things if they want to;
- learn and understand about colour, line, texture and shape by exploring them;
- look at and talk about the work of other artists.

KS2

In KS2 children will:

- investigate, record and develop their ideas by collecting information in their sketch books;
- learn to use different materials and tools (including ICT) to create their art work;
- adapt their own work after discussing, comparing and learning from their own and others' work;
- learn more about the visual and tactile elements such as colour, line and shape etc. and how to use them;
- look at art, craft and design work from different times and cultures and use this to help in developing their own work.
- explore and appreciate God's natural wonders through art.

KS2 – Sketchbooks

The National Curriculum states that pupils should be taught:

- to create 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

Using a sketchbook at KS2 helps pupils achieve all the national curriculum objectives above. It is the key to each child developing as an artist and designer. It is a place to:

- Develop techniques through practice and experimentation
- Develop creatively by making connections, exploring ideas and learning from experience
- Gain an awareness of different processes through trying them out and through *failure* as much as *success*
- Record, review and revisit observations and ideas
- Improve and master techniques
- Practice drawing to gain confidence and improve control in mark-making
- Investigate, research and record findings about "great" artists and designers - allowing for both inspiration and critical thinking. Includes copying work in galleries and museums
- Collect and keep found images and ephemera for future reference
- Develop concentration skills. Drawing forces us to pay attention and to take full notice of what we are doing

Cross-curricular links

English

Art and Design contributes to the teaching of English in our school. Children can explore and develop a rich vocabulary through art and use art to create detailed settings and imagery from reading. They use speaking and listening skills to compare ideas, methods and approaches in their own work and that of other children and artists, and say what they think and feel about them.

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.

Religious Education

Art is a subject that links particularly well with R.E. The children are encouraged to explore the ways in which religions express meaning through art, or study past cultures and see what kind of art they created and consider the way that the religion of those peoples may have inspired or informed their art. During worship, children use art to exemplify Christian values. On any visit to a place of worship, the architecture, images and pictures will be of central importance.

Personal, social and health education (PSCHE) and citizenship

Art and Design contributes to the teaching 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 during their work.

Spiritual, moral, social and cultural development

Children are given opportunity to explore, understand and appreciate the cultural diversity of art and the place of art in shaping a society. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople. The teaching of Art and Design offers opportunities to support the social development of our children, working with each other in lessons, discussing their thoughts and opinion and challenging and building on the views 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. Children learn to be resilient and determined in Art and Design. They learn that although they may not be successful at first, practise will help improve their skills.

ICT

Information and Communication Technology 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 digital and video cameras. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to create their own presentations about them.

Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk Staff should be aware of the County guidance on Health and Safety, manufacturers advise on the products they use and other information as circulated.

Resources

We have a wide range of resources to support the teaching of art and design across the school. Class teachers usually purchase any additional materials they use from their class budgets.

Art and Design and inclusion

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. We believe art is a means of communication, not bound by written and spoken language, and enables pupils with special needs of all kinds to develop a capacity for self-expression. The art curriculum is available to all children regardless of gender and cultural background. A wide variety of art is used from different cultural traditions. These are used to support and give examples of different artistic styles and techniques. We welcome art from different religious traditions in order to further understanding, both of the religions themselves and the importance of art in various aspects of life.

Community

Children are encouraged to use art and design to make a difference in the community. Art and Design has been used to draw attention to local and global issues, such as plastic pollution and children study a topic on the artist Lowry, who regularly visited to sketch and paint scenes in the community. The children are involved in community art projects such as the building of a Lowry statue, art exhibitions in the local library and a temporary graffiti wall with local artists. We seek to encourage people with special talents to work within the school.

Impact

Assessment for Learning, recording and reporting

We assess the children's work in Art and Design while observing them working during lessons. Art is assessed in accordance with the school's assessment policy.

In KS1 work can be evidenced through

- Assessment
- Observation
- Photographs
- Floor book
- Displays
- Discussions with children
- Year books

In KS2 children continue to evidence as in KS1 and record their work in sketchbooks. 'Using Sketchbooks in KS2' guidelines have been disseminated to all staff.

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.

The Art and Design subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in art and design in each year of the school. Teachers use termly assessment at the end of each unit using KLIPS to make a judgement for each child.

Role of the subject Leader

The Art and Design subject leader is Miss Wragg

The Subject Leader is responsible for improving standards of teaching and learning in Art and Design through:

- Monitoring and evaluating Art and Design
- Provision of high quality Art and Design through school
- Maintaining the availability of high quality resources
- Maintaining an overview of current trends and developments within the subject
- Identifying professional development needs of staff and planning CPD

The Subject Leader will meet with the link Governor twice a year and report to the Curriculum and Standards sub-committee as required.

Monitoring:

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the subject leader. The art and design leader will provide training on effective teaching of skills and will set whole school tasks so staff can look at progression of skills. In follow-up meetings, the subject leader will provide guidance and support on how to improve skills and ensure progression. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget, planning and sketchbooks annually.

Created by: S WRAGG

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