

**Heyhouses C of E Primary School**

# **Art and Design Curriculum Policy**



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# Heyhouses C.E. Primary School

## Curriculum Policy Document for Art and Design

### **Mission Statement**

"We seek to enable children to reach their potential educationally, spiritually and socially so that they may become all that God has created them to be."

### **Introduction**



This policy reflects the School's values and philosophy in relation to the teaching and learning of Art. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the scheme of work. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, the Art Curriculum Team, School Governors, parents, inspection teams and LEA advisors. Copies are provided to School Staff and the Governors. It is easily accessible via the t-drive on the school's database system.

## The Importance of Art and Design at Heyhouses C. E. Primary School



At Heyhouses we are concerned with the education of the whole child and the development of art and craft skills will enable the achievement of personal fulfilment and the satisfaction of the child. Success increases self-esteem and gives pleasure in this subject. Most children enjoy using the skills associated with art and design. It can be a relief for pupils to express themselves in an artistic way after academic study.

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed valued judgements and aesthetic and practical decisions, becoming actively involved in shaping environments.

Pupils explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures.

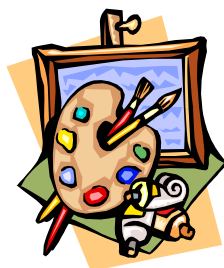
The understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Through group activities, displays and exhibitions, children can share and work co-operatively, gaining the sense of communal achievement and collaboration.

For all these reasons, Art and Design must be seen as an entitlement and not as optional, purely recreational or therapeutic, or an area where children can teach themselves if provided with appropriate materials.

During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.





Art is a foundation subject within the National Curriculum. In teaching Art and Design we will aim to:

1. Encourage the development of imagination, original thought and personal expression.
2. Provide pupils with the skill, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
3. Use a variety of materials. Tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skill.
4. Develop the ability to recognise different kinds of art, craft and design and why and how they are different. To appreciate and evaluate images and artefacts and to value the contribution made to their world by artists and designers from many cultures.
5. Encourage pupils to articulate and communicate ideas, opinions and feelings about their work and that of others. Develop an appreciation of and a concern for the natural and man-made environment.
6. Help pupils develop socially through collaborative working.
7. Develop aesthetic sensibilities so that they can respond sensitively and thoughtfully.
8. Develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.
9. Provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or ability.

The above aims are consistent with our School's philosophy and take account of the National Curriculum.



## School Organisation.



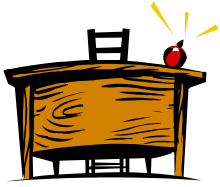
The School's Scheme of Work is based on Lancashire County Councils guidelines and is designed to support planning a **skills based curriculum**. It is produced as four documents covering foundation stage, years 1 and 2 (key stage 1), years 3 and 4 (Lower Key Stage 2) and years 5 and 6 Upper Key Stage 2. Each document outlines the appropriate skills for Drawing and then working with different media, which underpin the skills of exploring and developing ideas and evaluating and developing work. The scheme has been adapted in this way so that full provision can be made for integration within the Creative Curriculum.

At the time of reviewing this policy, the new Scheme of Work has been written and teachers at both Key Stages are required to ensure that their planned tasks are in line with the skills set out in the Scheme of Work and that they are relevant to all their pupils.

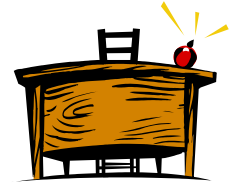
Specific skills which are appropriate for key stage 1 and key stage 2 are highlighted in the Subject Statement sheets. These have been based on the National Curriculum Statutory requirements.

The Subject Statements have been designed to support teacher understanding of subject specific skills in order to:

- Plan cross curricular units of work
- Ensure coverage of skills which underpin long term planning;
- Identify appropriate skills within both medium and short term planning;
- Share with and inform pupils of subject specific processes and skills.



## Class Organisation and Teaching Style



The class teachers teach all pupils' art and design for between 1-2 hours per week over a period of 3 half terms per year. When it is appropriate, the time is put together to enable more sustained work. Most teaching is to the whole class, covering a full range of art, craft and design and using a variety of different tools and techniques over each key stage.

Art lessons should aim to be practical and hands on giving children the opportunity to immerse themselves in the creative process. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (E.g. collage, print making, digital media, textiles, sculpture)

The three main starting points for work are first-hand observation, experience (memory) and imagination.

Pupils are encouraged to evaluate and talk about their own work during and after they have made it.

Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone shape, form and space through the making of images and objects and through talking about and studying the work of other artist, craftspeople and designer. ICT is used regularly in art to support the practical activities. This includes the use of a digital camera to record photographic images for the pupils to work on later and a scanner to reproduce drawings and paintings into an art program.

Pupils in Key Stage 1 and 2 are encouraged to use a journal or sketch book in class for research and independent work. Pupils are encouraged to work in collaboration when making large-scale work.

Art and design is also used to support and extend teaching and learning activities in other curriculum subjects throughout the Creative Curriculum, through the making of paintings, drawings or other outcomes.



## Planning the Art Curriculum



Teachers at both Key Stages will need to plan tasks around the Scheme of Work which are relevant to all their pupils. Because Art and Design is such a personal and creative area of the curriculum, it is important that teachers are able to bring their own individual skills and interests to the subject.

The Art Curriculum is usually taught to the whole class and within this structure, groupings may be of mixed or matched ability as appropriate. Support staff and parent helpers are used when available to help prepare materials and support the pupils as necessary.

Pupils are taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences; teacher prepared materials, practical tasks for pupils, educational visits, art packs and other resources such as t.v. programmes, i.c.t. and homework.

These opportunities also include:

- the provision of various artists and crafts people who visit the school during the annual Music Arts and Drama Festival (M.A.D. Festival)
- the provision of B.A.D. Day (Big Art Day)
- the provision of F.A.B. Day (Friends Across the Borders)



All teachers are to be involved in the ongoing review of a scheme of work for Art and Design. Detailed plans for half-term units of work are developed by year group teachers, and may incorporate an art topic, theme or skill to be developed. The work will build on previous experience and achievement and allow for different pace and style of learning. Each year the children will have opportunities to work in a range of skill areas. Learning activities are sequenced to ensure progression and to provide pupils with practical experience. Drawing skills will be developed and built on throughout all year groups in both key stages.

As the Class Teacher plans the teaching of Art, they should consider how the curriculum will be differentiated. Consideration should be given to:

1. Differentiation by task. This is achieved when pupils, who are pursuing the same part of the Programmes of Study, are given a range of different but related tasks according to their levels of ability.
2. Differentiation by tool. This is achieved when pupils are given a different range of appropriate tools for the same activities.
3. Differentiation by outcome. This is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.



## Big Art Day



During MAD Festival each year, children take part in a dedicated day of Art known as Big Art Day (B.A.D. Day). B.A.D. day is a five session day during which every class in the school undertakes 4-5 creative art / craft activities. The class teacher chooses the theme within which their class will be working and is responsible for detailed planning for each session with the help of the Art Subject Leader.

The children's art preparation can begin weeks in advance and consequential follow up work in Art and throughout the Creative Curriculum can continue until the end of the year. Thus, Big Art Day does not stand as an isolated day of intense art activity but instead is the result of preparation and planning that forms the basis of the Summer Term Art curriculum.



## F.A.B. Day



Also during MAD Festival each year, children take part in FAB Day (Friends Across the Borders) This is an opportunity for the younger children in school to team up with the older children to produce collaborative artwork within the MAD Festival Theme. Year 1 team up with Year 4, Year 2 with Year 5 and Year 3 with Year 6. The classes are split so that one half of the younger class will team up with one half of the older class. They will then spend half the morning working collaboratively with the class teacher in the infants and then swap to work with the class teacher in the juniors. This is a valuable opportunity for the children to make new friends whilst learning to work co-operatively with older or younger pupils.



## The Role of the Art Subject Leader



The teacher responsible for co-ordinating Art and Design is Mrs M Gaston-Ross. The Governor assigned to help the Art and Design curriculum team is Mr Harris.

The role of the Art Subject Leader may include the following:

- Development and monitoring of the Art Curriculum.
- Planning of work with teachers
- Reviewing and contributing to teacher planning
- In-class teaching support
- Monitoring teaching and learning in Art and Design
- Preparing and developing a policy and scheme of work after consultation with the Art Curriculum Team and staff members
- Monitoring and reviewing the Art and Design policy and scheme as necessary
- Preparing a subject development plan
- Contributing to Staff Meetings and Inset activities
- Providing consultancy, advice, skills
- Ordering resources in consultation with the staff
- Monitoring and maintaining resources
- Organising Art and Design curriculum meetings in the Autumn Term with subsequent feedback to the Head teacher and Governors in the Spring and Summer terms.

## Resources and



## Accommodation

- In Key Stage 1, Art resources are stored centrally in the resource room next to the staff room.
- In Key Stage 2 there are central storage cupboards in the main resource corridor for the Junior Department.
- At present, the ordering for art resources is undertaken by Desley Lord.



## Equal Opportunities



The whole school policy on equal opportunities will be adhered to in art activities. In particular, the art program has been planned to ensure that the critical studies component will expose pupils to a balance of artists from both genders, and from a range of cultures, both European and non-European.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

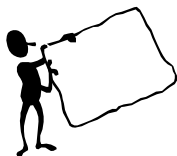
## Special Educational Needs



Art and Design in the National curriculum provides a framework which can be used flexibly for planning art activities. It is a minimum framework leaving schools free to decide how to teach and balance the curriculum. There is much greater flexibility for children with special educational needs, who may, where appropriate, work to a Programme of study selected from earlier or later Key Stages. Allowances can also be made in applying End of Key Stage Descriptions.

All children, irrespective of ability, can plan the activities both within and out of the classroom in a way that encourages full and active participation. If necessary, units of work will show how the lessons are to be differentiated to cater for different abilities.

## Displays



Display can stimulate and celebrate achievement and can help the development of children's self-image through the response of others to their work. Care should be taken not to communicate hidden messages by just displaying the work of the more 'gifted' children but to support every individual's efforts and achievement where possible. All stages, including first attempts should be seen as worthy of display so that with appropriate captions, children and adults can see the processes, struggle and achievement involved. Children should have the opportunity to learn the skills of display themselves. This should be encouraged through giving the children opportunities to independently display their work in their journals.

## Assessment, Record Keeping and Reporting



Monitoring and evaluation is taking place to ensure that learning activities are sequenced according to logical progression.

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. This should be included in teacher's short term planning documents.

Work is planned so that there are three levels of expectation, one that all the pupils might achieve, one that most might achieve and one that some pupils might achieve.

A range of the children's own work will be assessed and records made each year by the class teacher in order to inform the annual report to parents and end of key stage assessments.

Assessment techniques used will ensure that teachers assess the on-going process and not just the finished products or outcomes.

These techniques will include:

- Teachers' observation of pupils
- Teacher - pupil discussion and teacher questioning
- Pupils' sketch books, rough drawings
- Examples of pupils' work - photographs of display
- Pupils' on-going analysis of their achievements
- Photographs of children engaged in art and craft activities
- School portfolio

Records of pupils' achievements are kept to:

- Plan pupils' future learning
- Report progress to parents
- Maintain a written record of pupils' learning
- Provide a curricular record for each pupil
- Fulfil legal requirements

# Health and Safety



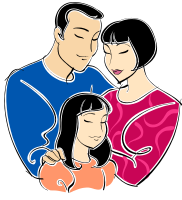
## Safe Practice

The school's Health and Safety Policy takes account of health and safety requirements. It follows recommendations made in the publication "A Guide to Safe Practice in Art and Design" (DfEE). All teachers are aware of risk-assessments. Health and safety awareness forms an integral part of the pupils' learning. Particular care must be taken with sharp cutting tools, and electrical appliances such as hot glue guns and in processes where hot materials and tools are used. Pupils must be taught to recognise hazards and take appropriate action.

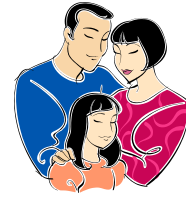
Instruction and guidance in responsible behaviour and dealing with minor incidents, such as spillages, will need to be given. A procedure for dealing with accidents needs to be clearly understood by staff and children.

## Safeguarding

As in all areas of school life, the welfare of our pupils is of paramount importance. Art lessons can often be a valuable opportunity for teachers to engage in general conversation with pupils and similarly children often converse more freely than usual, particularly when they are undertaking art activities that are therapeutic and relaxing. Therefore, this is a time when teachers must be particularly vigilant to take note of sensitive issues that may raise a cause for concern. In this instance, teachers must follow strictly the procedures set out in the Safeguarding Policy.



## The Role of Parents and Carers



Parents and carers are encouraged to be involved in their pupils' learning. The pupils are encouraged to share their work and ideas with their parents during open evenings, visits to the school and at home. Parents and carers are invited in to work as artists-in-residence and to meet other visiting artists if there are opportunities when this is possible. The school provides all materials for work in school, but occasionally asks for special equipment and resources that may be readily available at home.