



Art

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1 Aims and objectives

1.1 Art and 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 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;
- 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 The school uses a variety of teaching and learning styles in art and design lessons. 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, including ICT. We provide opportunities for children to experience art and design through an after school craft club. Where appropriate, art experts visit our school to work with and inspire children to develop their own creativity.

2.2 High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Differentiation occurs in the support and intervention provided to different pupils, through questioning, scaffolding and resources for individual pupils. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all. 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;
- pre teaching a skill;
- using additional adults to support the work of individual children or small groups.
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3 Art and design curriculum planning

3.1 Art and design is a foundation subject in the National Curriculum. At Moredon Primary and Nursery School our art lessons are theme based following our whole school curriculum overview and cross curricular links are made where possible.

3.2 Our whole school curriculum overview maps out the themes covered in each term. Our art and design coordinator then maps out what medium each class is going to use each term so that a range of skills are covered. Our art and design coordinator will also suggest artists to focus on for each term.

3.3 Our medium-term plans focus on key objectives and skills for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for monitoring and reviewing these plans.

3.4 Class teachers complete a plan for each art and design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

3.5 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.

3.6 All children at Moredon Primary and Nursery School have the opportunity to work towards creating a class project for The White Horse Federation Arts Festival in the Summer Term. The theme for this changes each year and is decided by Art and Music Co-ordinators from across the Federation. Children can also complete a homework project showcasing their imagination, creativity and flair. Children are also selected by their class teachers to attend the Arts Festival on the day.

4 Art in the Early Years

4.1 We encourage creative work in the reception classes as this is part of the Early Years Foundation Stage Curriculum. The planning within the Foundation Stage allows the children to explore the school's key themes from our curriculum overview. The weekly plans take on these themes and are also supported by the observations carried out of the children from the previous week. This enables children's interests, achievements and next steps to be addressed.

We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the child's interests; this helps to keep the children engaged and allows them to take ownership of their learning.

We offer the children a broad and balanced curriculum which follows The Early Years Foundation Stage Profile. This is delivered using the 'Development Matters' and 'Early Years Outcomes' documents. This enables the FS1 and FS2 teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth.

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. 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 Technology

We use ICT to support art and design teaching when appropriate. 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 to record their observations. Children use the internet to find out more about famous artists and designers.

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. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. 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. Monitoring against the National Curriculum allows us to track each child's attainment and progress.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our monitoring 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 Intervention through receiving education support will lead to the creation of an Education, Health and Care Plan (EHCP)

for children with special educational needs. The EHCP may include, as appropriate, specific targets relating to art and design.

6.4 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 Monitoring and Tracking

7.1 We monitor the children's work in art and design through observing them during lessons. We make a judgement against the National Curriculum e.g. is the child not accessing the curriculum for their age, is the child working towards expectation, is the child working at expectation or is the child working at greater depth? The teacher tracks where each child is working, and then uses this information to plan future work for the class.

7.2 The art and design subject leader keeps evidence of the children's work in a folder (this can be through photos kept on the T drive). This demonstrates what is considered expected throughout each year in the school. Displays in our school reflect work carried out in each key stage.

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.

9 Monitoring and review

9.1 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 supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader devises an annual action plan to identify areas to improve. This is reviewed and evaluated on throughout the year. The art and design subject leader must organise time out of class to monitor children's work, conduct pupil voice, and to undertake lesson observations of art and design teaching across the school.