St. John's C. of E.

Blackpool's First Free School 1817

Art & Design Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

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Introduction

The art and design curriculum at St. John's Church of England Primary School, Blackpool aims to give children the opportunity to learn how to handle and use a wide range of tools and materials skilfully and to provide quality experiences of the work of artists. Through making visual images children are able to respond to their experiences, explore their environment and develop their imagination. Art and design offers children the opportunity to learn about the visual world and how other artists have interpreted it during history. Children can gain an understanding and appreciation of the methods and motives of people from other cultures and times.

Art and design is an important feature of a holistic education and helps foster creative thinking by developing the children's capacity to think, imagine, invent, design, invent and, most importantly, to enjoy. Our mission statement

"Everyone matters in God's world"

is reflected in our teaching as each child's artistic interpretation is valued and work is displayed appropriately and sensitively which also reflects our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision:

'In everything, do to others what you would have them do to you.' Matthew 7:12

Our school policy sets out a framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. It should be read in conjunction with the scheme of work, which sets out in detail what the children will be taught. This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LEA adviser/inspectors. Copies are provided for all teachers, for the Chair of the Governor's Curriculum & Standards Committee (to be made available upon request to any Governor) and for the Head teacher (to be made available on request to supply teachers, support staff, trainees teachers and parents.) An additional copy is kept in the office for LEA advisers or inspection teams.

Aims

Art and design is concerned with the development of visual perception and the skills associated with investigating and making. It is also concerned with visual literacy and the knowledge and understanding of art and design. Through art and design, children can explore our diverse artistic heritage and start to make practical connections between these concepts and their own work.

Therefore the aims of the Art and design curriculum are:

- To provide an environment that fosters aesthetic awareness and promotes a positive attitude towards art and design.
- To develop skills and techniques associated with investigating and making in art and design activities. This includes skills of observation, perception, collaboration and the manipulation of media, materials and tools.
- To develop an understanding of the basic elements of art and design ~ line, tone, colour, texture, pattern, shape, form and space.

- To develop imagination and creativity and the ability to use art and design as a form of communication and expression.
- To develop skills of evaluation and judgement about pupils own work as well as that of others.
- To develop an appreciation and a concern for the natural and man- made environment

The place of Art and design in the Whole School Policy

In order to achieve the aims outlined previously, skills are taught as a discreet lesson but some art and design work (digital media and textiles) is integrated into other subject areas as is most appropriate. The work is organised into 4 areas of study. During KS1, lower KS2 and upper KS2, children will experience these areas in detail alongside drawing opportunities and opportunities to work in the areas of digital media in computing lessons and textiles in DT projects.

The 4 Areas of Study are:

- Painting
- Printing
- 3D/Sculpture
- Collage

These areas of study can be accessed in many lessons other than art and design and can be utilised effectively to support different teaching and learning activities.

The following areas of study will be explored by the year groups. Further details can be found in the art and design scheme of work.

Year	Art Skill 1	Art skill 2	Art skill 3
Y1	Drawing Painting	Drawing Printing	Drawing Collage
Y2	Drawing Sculpture	Drawing Painting/Collage	Drawing Painting
Y3	Drawing Painting	Drawing Painting	Drawing Collage
Y4	Drawing Sculpture	Drawing Printing	Drawing Collage
Y5	Drawing Collage	Drawing Painting	Drawing Sculpture
Y6	Drawing Painting	Drawing Sculpture	Drawing Street Art/Mixed media

Scheme of Work

Learning art and design at St. John's School will involve pupils in:

- Practical work based on children's own experience.
- A cross curricular approach
- The use of a wide range of source materials including natural and man made forms and examples of art from a variety of genres, styles and cultures as a stimulus for creative work.
- Experimentation with media and materials in order to develop skills and techniques and an understanding of the basic elements of art.
- Opportunities to respond from memory, imagination and observation through painting, drawing, printmaking, textiles, mixed media and ICT.
- Opportunities to work collaboratively
- Opportunities to work in two and three dimensions and on a variety of scales.
- Opportunities to select and modify their work.
- Learning and using an art vocabulary.
- Evaluating own work and the work of others.
- Having opportunities to learn about artists from a variety of genres, styles and cultures by observation, discussion, reading and making connections with child's own work.
- Visits to art galleries and museums.
- Workshops with artists

Planning

At St. John's School we have developed a clear procedure for planning across the curriculum. The plan provides a balanced programme of art and design activities which build upon previous experience and achievement. Teachers have a breakdown of skills and a sequence of activities for each unit of work to ensure that all appropriate skills, techniques and art elements have been covered in order for continuity and progression to be achieved.

Planning for Art and design takes the following format:

- Long term planning ~ this is drawn up by the co-ordinator and shows the areas of study to be covered by each class during the academic year.
- Medium term planning ~ a plan for the areas of study that are to be worked on in a particular half term. These have been drawn up by the co-ordinator and include a breakdown of skills and sequence of activities to support the teachers in delivering the unit of work.
- Short term/weekly planning ~ Using the medium term plans, the teacher decides the art and design focus for the week and plans for this in the way most appropriate for their class. The lesson will have a learning outcome/question and have due regard to differentiation.

Plans are also made available for support staff working in the classroom during the lesson as appropriate.

Implementation – Content and Approaches

To ensure that work undertaken by the children at St. John's School shows progression, the art and design curriculum covers a range of art and design techniques. This focuses on different elements that will require specific art and design teaching time in each year group. Planning provides a balanced programme of art and design activities that will build on previous experience and achievement.

Each class teacher takes responsibility for facilitating children's progress. They consult with the art and design co-ordinator, the Head teacher, the SENCO or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

Throughout the school, pupils will experience individual, paired, group and whole class teaching in art and design. Every effort is made to ensure that work is carefully differentiated and matched to the group (this differentiation may be in the form of different activities, different levels of adult support or different expected outcomes). Learning activities are structured to ensure continuity and progression.

A variety of teaching strategies are employed throughout the school for Art including:

- **Discussion ~** The teacher will discuss with the class what the focus of the lesson will be. Expectations will be outlined and if an example of work is available this will be used as a discussion point to enable the children to visualise the task in hand. Discussion plays an important part during the lesson when ideas come from the creative task in hand.
- **Investigation and problem solving** ~ As children become more confident with their artistic skills, they can start to find the solutions to their own artistic problems. In order for the children to do this they need a sound knowledge of art and design skills and processes.
- **Directed art teaching** ~ Teachers follow the art and design scheme of work
- **ICT ~** Software packages to support children's learning. The Internet is a valuable tool for research and enquiry.
- **Visits** ~ Visits to the Grundy art gallery to see art exhibitions and take part in workshops linked to the exhibitions
- **Artist workshops** – learning from the professionals

Time Allocation

Art and design accounts for approximately 5% of the curriculum time across the school year. At Foundation Stage, art and design is part of continuous provision activities and is used as a tool for teaching and learning on an almost daily basis. At KS1 art and design is both timetabled and used as part of continuous provision activities. There are opportunities within the timetable for KS1 children to access art and design based activities at times outside of timetabled art lessons. These serve to develop creative and imaginative skills together with consolidating previously learnt knowledge. At KS2, art and design is timetabled as a weekly lesson for three half terms over the year (DT is taught in the other three half terms).

Resources

There are a variety of resources available throughout the school. Individual classes have a selection of materials that are used on a regular basis. Specialist art and design materials are stored in labelled boxes in the stock room. The materials are stored in this manner to enable ease of maintaining stock and also to keep resources tidy.

Other art and design resources include:

- Teacher's books, articles, posters and art packs.

- Some books in the school library.
- Books about key artists studied in each year group, these are kept in classes
- Visits to the Grundy art gallery.
- Artist workshops in school

The art and design co-ordinator has a budget for buying resources. This amount is subject to an annual review.

Cross –Curricular Links

As well as making its own distinctive contribution to the school curriculum, art and design contributes to the wider aims of primary education. Much of the curriculum can be linked to art.

Literacy ~ discussion is an aspect of the programmes of study for speaking and listening. It provides an important way for children to develop their understanding of their own and other's work and the different viewpoints and perspectives on their world that are represented in the work of artists, craftspeople and designers. With careful planning, art and design tasks can provide opportunities for children to apply their literacy skills and understanding.

Numeracy ~ art and design tasks can provide opportunities for children to discuss and explore such concepts as shape, space, pattern and measuring.

Design and Technology ~ art and design can help children's learning in D.T by developing skills for working with tools, equipment and materials. Art and design provides children with a wealth of finishing techniques to make their products visually appealing.

Computing ~ art can be used alongside computing by using a digital media package. The children can create a piece of work on screen, modify it then print out a hard copy for display purposes. The children can get an understanding of creating a piece of art work without using traditional art materials.

Life Skills ~ children have the opportunity to discuss how a painting or piece of art work makes them feel. They also have the chance to empathise with a painter as to why s/he painted in a certain way or how[1] the painter felt whilst painting.

Recording and Reporting

Record keeping in art and design is carried out in line with the schools agreed Assessment, Recording and Reporting Policy. Class teachers keep their own records and are responsible for reporting to parents. Parents' evenings and arranged meetings with staff help parents gain an understanding of both the art and design curriculum and their child's progress.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- To show individual pupil performance/progress against agreed levels of attainment.
- To show which aspects of the subject have been covered.

The art and design co-ordinator is responsible for collecting examples of completed artwork from all classes for a portfolio of work to support planning and recording activities. This will provide evidence of attainment.

Assessment

Assessment in art and design is carried out in line with the schools agreed Assessment, Recording and Reporting Policy.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence teachers are able to:-

- Identify the key skills that have been learnt.
- Monitor pupil progress in art and design.
- Monitor cross curricular links.
- Use above information to inform future planning.

Evidence of pupil attainment to be collected using the following methods.

- Observation
- Questioning
- Marking
- Children are involved in assessing their own work. This helps them to understand their own strengths and needs. Pupil's self esteem can be enhanced by an increasing awareness of their own progress.

Teachers complete two different assessment records:

1. End of unit knowledge and skills assessments which list the substantive and disciplinary knowledge children should know at the end of each art and design unit. These can be used to inform future planning.
2. End of year expectations in art and design. These are passed onto the next year group.

Special Educational Needs

For general details with regard to provision for children with special educational needs please see our agreed Special Educational Needs Policies.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give <u>all</u> pupils relevant and appropriately challenging work at each key stage.

Pupils will be given opportunities to work individually, in groups and as a whole class. Pupils will most often be making an individual response to a whole class/group stimulus. Art activities essentially require a personal response, so for many activities a pupil will be able to respond at their own level within the group.

We modify for less able children by

- Giving extra help and guidance by the teacher to reinforce learning of skills and concepts.
- Give more opportunities to practise.
- Give extra encouragement by working in a smaller group with adult support.
- Give opportunities to work on a group project with a more able child to enable them to experience success and satisfaction.

We modify for more able pupils by:

- Providing opportunities for them to develop their ideas further.
- Introducing new media, skills and concepts.
- Setting specific problems for them to solve that require a more disciplined approach.

Equal Opportunities

This is carried out according to our agreed Equal Opportunities Policy.

All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The monitoring of the policy for Equal Opportunities is ultimately the responsibility of the Head teacher and the Senior Management Team, but every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Parental Involvement

Children always benefit if their parents are fully involved with all aspects of their child's education. Parents are informed of the work being covered in art and design through the topic overviews on the class pages of the school website.

INSET/Training Provision

INSET and training at St. John's School is carried out according to our agreed Staff Development Policy.

Staff development needs in art and design are considered and planned for by the Art and design and Staff Development Co-ordinators. These needs are identified through monitoring, curriculum review, evaluation and the system of performance management. These needs are highlighted as part of the co-ordinators' subject development plan, which subsequently becomes part of the School and Staff Development Plans. The effectiveness of training is evaluated by individual members of staff, supported by the co-ordinator.

School Transfers

Completed transfer records make reference to achievements and attainment in art and design as appropriate and are forwarded to a pupils' new school upon transfer.

Resourcing and Funding

This is done by the co-ordinator in line with priorities set in the School Development Plan and budgeting considerations.

The art and design co-ordinator is responsible for maintaining and developing the art and design resources and monitoring their usefulness. Resources are replaced and purchased by the art and design co-ordinator following the general school ordering procedures. The current lists of resources and staff requests/concerns are considered each year before requisitions are made. The purchase of art and design resources each year is dependent on the art and design budget. The amount of art and design budget will change annually and reflects the degree of priority art and design is given within the School Development Plan. The budget also needs to reflect the high amount of disposable items that need replacing annually to maintain everyday activities as well as the purchase of more specialist materials.

The Art and design Co-ordinator is also responsible for reviewing the resources and their storage annually in consultation with all staff.

The Role of the Co-ordinator

Helen Firminger

The Art and design co-ordinator is responsible for

- Determining the aims of the school for the teaching of art and design throughout the school and, in consultation with the Senior Management Team, staff and governors, devising objectives or targets to allow the school to achieve these aims.
- Ensuring all agreed methods of working in art and design are put into practice and that staff regularly review these methods.
- Helping devise and document schemes of work for each year group in art and design.
- Monitoring art and design in the school, ensuring that the teaching of art and design has its appropriate place in the broad and balanced curriculum of our school. This will include the monitoring of resources (including books, practical equipment, ICT soft and hardware), procedures (including timetables), teaching (including supportive lesson observation if appropriate).
- Monitoring the assessment, recording and reporting of art and design throughout the school and supporting staff in reporting to parents if necessary.
- Undertaking an annual review of the art and design curriculum in school as part of the School Development Planning process.
- Managing the budget allocation for art and design and advising staff on resources throughout the school.
- Through personal reading and attendance at courses, keeping abreast of developments and evaluate new ideas and approaches in art and design.
- Keeping staff informed of such developments.
- Submitting reports to the governing body as required.

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of art and design within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for art and design within the school in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried out at the end of each lesson by the class teacher and an evaluation of the overall curriculum (that the syllabus is fully implemented) is carried out by the co-ordinator. As with all evaluation the Head teacher has overall responsibility for monitoring the work done. An important element of the co-ordinators' role is that of monitoring the effectiveness of provision in art and design. Pupils' progress and performance is evaluated taking account of factors which may influence this, including teaching methods, resources, schemes of work and accommodation.

Monitoring takes place in a number of ways:

- Assessment of recorded work and displays.
- Classroom observation, if and when appropriate.
- Discussion with individuals or groups of children.
- Discussion with members of staff.