

Art and Design Policy.

Mission Statement:

The teaching of art at Yorkmead aims to encourage pupils to explore the world around them and other topics through a creative and practical approach as outlined in the National Curriculum and our seven year plan. Through art, the children will develop their independence to form individual ideas and to express themselves through a range of art mediums including painting, sketching, modelling and sculpture and learn there is no correct 'model'. We also aim to encourage pupils to question, investigate, reflect and become inspired by other work, including the work of artists, sculptures, craft workers and designers from a range of cultures and contexts. This also aims to encourage children to take pride in their own achievements and to respect others too.

Aims:

- To provide an environment that fosters aesthetic awareness and promotes a positive attitude towards art, in both pupils and adults.
- To use art to develop creativity and imagination through exploration of ideas, recording experiences and as a form of communication and expression
- To develop proficient skills and techniques associated with drawing, painting, sculpture and other art, craft and design techniques
- To develop skills to evaluate and analyse creative works using vocabulary and language specific to art, craft and design
- To develop an understanding of the basic elements of art and design: line, colour, texture, shape, form, pattern and space.
- To encourage pupils to recognise the contribution, influence and achievements of other artists and craftspeople, including their own peers
- To extend the children's understanding of great artists, craft makers and designers and understand the historical and cultural development of their respective art forms.
- To enrich other areas of the curriculum by promoting a cross curriculum approach to learning.

Outcomes and Artists:

We have given each year group an artist, crafts person or architect to study. They all have been selected to relate to one of the topics the year group shall be teaching. This therefore ensures that a full coverage of artists, architects, crafts people and sculpture are being studied and that the children are being taught in line with the curriculum. Teachers are encouraged to teach other arts throughout the year where it is suitable.

Key stage one:

Year 1: Picasso (artist)

Year 2: Christopher Wren (architect)

Key stage one:

Year 3: Henry Moore (sculpture)

Year 4: Henry Rousseau (artist)

Year 5: Andy Warhol (artist)

Year 6: William Morris (artist and interior designer)

Teaching and Planning

Non-core subjects, whenever possible, are taught through a thematic cross-curricular approach as developed in our seven year plan. Teachers are free to develop schemes of work in various ways but must ensure they are teaching art each half term through their topic lessons. Teachers are also encouraged to plan art opportunities to support learning in other areas (such as in literacy lessons, RE, etc) in order to support and develop understanding. Through their planning, teachers must ensure that all appropriate skills, techniques and art elements from their year group's assessment criteria (developed from the NC objectives) have been covered in order for continuity and progression to be achieved. They should also ensure that they have the appropriate resources they require.

Learning of art and design at Yorkmead School will involve pupils in:

- Practical work based upon real and personal experiences.
- Using and selecting a wide range of stimulus materials, including natural and man-made forms and examples of art from a variety of artists, cultures and times.
- Instruction and good quality modelling of how to develop their practical, artistic skills
- Experimentation with a range of media and materials, in order to develop and refine skills, techniques and an understanding of the basic elements of art.
- Selecting starting points and stimulus for their own artwork.

- Developing a planning process to help them develop, review and modify their own ideas as they progress from a starting point
- Opportunities to respond from memory, imagination and observation through drawing, painting, printmaking, ceramics, textiles, mixed media and ICT, including photography.
- Work in both two and three dimensions.
- Independent and collaborative work.
- Learning and using an art vocabulary.
- Evaluating their own and others' work
- Working with outside agencies to support their learning of art and design. For example, visiting artists and field trips, including visits to museums and art galleries.

Resources:

- All art materials are labelled clearly and can be found in the art cupboard in a central location for all staff to access
- A selection of paper and card is also located in the art cupboard.
- A selection of natural still life resources are located in the art store.
- Resources such as glue, pencils and pens are located in the stationary cupboard at the request from the school secretary.
- Laptops are available widely throughout the school for classes to create their own computer based art work or to conduct their own research
- A wide range of prints, art books, photos and planning examples are available in the staffroom, art cupboard, library, the art coordinators classroom or on the school computer system.

The art co-ordinator is ultimately responsible for the upkeep of the art resource cupboard through regular inventory checks and orders, but all staff are responsible for returning all items which they have borrowed.

It is also important that staff inform the co-ordinator of any resource requirements whether this is due to natural usage, breakage or loss.

All requests for, or concerns about, art resources should be directed to the art co-ordinator.

Additional Resources:

- Parents, pupils and teachers should be actively encouraged to contribute materials, artefacts, photographs and sculptures where possible.
- Birmingham Museums and Art Galleries, including the IKON, Barber and MAC, provide opportunities for school visits and can also arrange on-site visits.
- The museum also offers a resource bank of artefacts for temporary loan to schools.

- The school also welcomes opportunities to liaise and form links with other schools.

Assessment:

We have developed assessment criteria which break down the objectives at each Key Stage. These objectives are independent to each year group in order to show progression throughout each key stage.

Teachers assess work through:

- Observing how pupils work in a lesson
- Discussing ideas, processes and thoughts with the children
- Marking completed work at all stages of the design process

Class teachers make informal recordings of assessment which inform their planning at regular planning meetings and are used to report to parents during parents' evenings and through yearly written pupil reports.

At the end of topics (usually each half term), class teachers make formal assessments by recording the children's progress onto a school tracker against the National Curriculum objectives. These are also then used to inform further planning.

Monitoring and the role of the art coordinator:

The art coordinator will take a cross section of books from each class during each term and will compare them to the planning on the system to ensure effective monitoring and assessment of the delivery of the art curriculum through the school. The coordinator will also conference with pupils and teachers to gain personal feedback on their experiences and will use that as well as the book and planning scrutinies to ensure there are full provisions for art and to ensure any gaps in understanding or curriculum are filled. Proceeding monitoring, the coordinator will deliver feedback to class teachers which will include development points to work on. During the feedback (and at any other points in the year), teachers are able to discuss and ask for advice, guidance and support from the coordinator who will then seek appropriate development opportunities.

Health and Safety:

To ensure the health and safety of the children and staff, teachers will follow the Yorkmead Health and Safety policy and will specifically:

- Check products and tools before they are used.

- Instruct children in the proper use of all equipment in accordance with Health and Safety guidelines.
- Use only non-toxic paints, crayons and glues.
- Ensure protective clothing is worn when necessary.
- Write risk assessments for any trips the children go on

Inclusion:

Yorkmead has a whole school approach to the creation of policies, practices and curriculum that attempts to ensure all children are encouraged to develop mutual, knowledge, acceptance and understanding. All teaching staff create effective learning environments suited to the needs of all of our pupils and deploy a range of teaching styles to encourage pupils to success, engagement and motivation, including the use of practical and group tasks. A large number of pupils have English as an additional language and so planning takes account of this and provision is differentiated as appropriate. Teachers should be sensitive to gender, age, culture and ethnicity, when dealing with art work from different areas of history, religions and cultures, and should encourage pupils to respect the work of others.

Gifted and Talented

Gifted and talented pupils are supported through differentiated teaching (including higher level questioning and staggered teaching) and the resources provided for them. This is to ensure they make good progress and develop a deeper understanding of the work or skills of the artist/crafts person/ sculptor they are studying or of the practical skills they are developing. They should also be encouraged to take a leadership role within the classroom during art lessons.

SEN

Staff ensure that all pupils have equal access to the art curriculum through identifying individual educational needs and catering for them through differentiated tasks, resources and support (from both other pupils and the teacher). The children's IEP targets are also taken into consideration where appropriate (particularly during written tasks) when teachers are planning for the current cohort.

Spiritual, moral, social and cultural development

- Collaborative lessons in which the children work in groups or pairs provided the opportunity for children to work together and develop co-operation skills

- Collaborative work also gives them the chance to show, share and discuss their ideas and feelings about their own work and the work of others in order to develop mutual respect for the abilities of others.
- Through studying different artists, designers and crafts people from about the world or periods in history, they are able to develop an understanding of different times, cultures and, where appropriate, the spiritual beliefs of different people.

Monitoring and Review

The Art Co-ordinator is responsible for monitoring the teaching of this subject. The co-ordinator supports colleagues as necessary and provides regular feedback from planning and book scrutinies as well as offering appropriate support.

The Art policy was reviewed Autumn Term 2017 by Mrs C Travers (Art Co-ordinator)

The policy will be reviewed in the Autumn term of 2019.

Signed _____ (Chair of Governors)

Date: _____