

# Art and Design Policy

## Introduction

Art and Design is a visual language with which to investigate record and communicate ideas and feelings. Within the process of developing an idea and its expression as an outcome lies creativity. It is the development of a personal response, by working from feelings, direct experience, investigation, experimentation and discovery that this is achieved. A range of important thinking skills are used to facilitate this process and these include sensitivity, perception, imagination, conceptual thinking, observations, analytical and practical capabilities. Art and Design contains specific elements including line, colour, pattern, texture, tone, form, shape and space, together with a range of technical competences which inform the creative process and provide a unique awareness of the visual world. The history of Art and Design extends understanding of visual language and widens cultural horizons and aesthetic appreciation.

As a subject art has the potential to compliment and broaden all other areas of the curriculum. Through artistic interaction the child develops greater awareness and self-confidence and a unique way of perceiving themselves and the world about them.

## Aims

- To develop the creative potential of each child by providing challenging learning situations which encourage the development and communication of the child's own ideas, experiences and feelings using a wide variety of expressive media.
- To increase the child's sensitivity and curiosity about the environment and themselves through challenging their senses, imagination, perception and feelings.
- To provide opportunities for play, experimentation and the collection of visual information in a sketchbook.
- To provide structured learning situations which increase opportunities for developing a personal visual language and awareness of the formal elements.
- To talk about the work of other artists, designers and craftspeople from a variety of cultural settings and visit places of interest in order to broaden their own ideas and knowledge.
- To develop self-confidence, self-esteem and positive attitudes towards each other, school and learning by providing opportunities for responsible self-directed activities and personalised learning through which children can talk about their ideas and work and have outcomes acknowledged through display.
- To develop self-awareness and emotional intelligence through activities which draw upon their personal experiences and feelings.
- To provide a visually stimulating environment which challenges their curiosity and excitement about the subject.
- To be able to evaluate and assess the work they make.
- To equip children with the skills to become artists or creatives in the modern world equipped with a range of up to date skills

## Teaching and learning style

Our 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 regularly update class and hall displays with good examples of work.

## Differentiation – extended opportunities

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 (variations in pace/time allocations)
- pupil grouping – mixed ability, group, paired and setting different tasks for each group;
- providing a range of challenges with different resources or equipment
- using additional adults to support the work of individual children or small groups.
- verbal communication
- extra-curricular activities

## Children with special needs

Provision will be made for pupils with special educational needs. These may be physical, cognitive, emotional, behavioural or sensory and will require specific adjustment by the class teacher in how the curriculum is presented to that child. Assessment will be made of the type and extent of difficulties experienced by pupils and appropriate action taken. In many cases requirements will be met through greater differentiation of tasks and materials. A smaller number of pupils may need access to specialist equipment and approaches, or to alternative and adapted activities. It may be appropriate to have a classroom assistant to help with the management of a particular child. Children with speech and language difficulties will be encouraged to use art as a means of expression and children with visual impairment will be offered a range of tactile experiences. Where physical disability or manipulation difficulty is a problem, Art and Design will be used to enhance their motor coordination. The use of Art and Design to build self-esteem will help to allow to experience success and develop a positive attitude towards learning.

## Strategies for the Teaching of Art and Design

1. Our medium-term plans linked to a topic based, creative curriculum give details of each unit of work for each half/full term. These plans are linked to each Year Groups Key Skills and 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 keeping and reviewing these plans.
2. 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. 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. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.
4. With the topic based creative curriculum there is scope for more than an hour per week to be spent on Art and Design by each year group across the curriculum areas.
5. Where Art and Design units are taught by the class teacher they are addressed through a variety of first hand stimuli and experiences using both open investigation/experimentation and taught focused work. Language, discussion, whiteboard interaction and appropriate visual resources are used to generate ideas which are collected in a sketch book. Art and Design is taught through

cooperative group, whole class and individual work where appropriate. Visits or out of school activities are arranged where possible for each year group as a basis for their art work.

## The Early Years Foundation Stage

We encourage creative work in the Early Years as part of the Early Years Foundation Stage. We relate the creative development of the children 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.

## Continuity and Progression

Teachers plan their own units of work, materials are available which indicate suitable levels of progression, across all key stages, in a range of skills, techniques and understanding of the formal elements. The art coordinator is responsible for the monitoring of planning, continuity and progression in the units of work across the whole school. In addition, planning in Art and Design ensures:

- Clear objectives are established
- Work is matched to pupils' abilities, experiences and interests
- Criteria are established for assessment

## Cross Curricular Links

Where appropriate Art and Design will be used to broaden understanding in other subject areas/Topic/Project work. This does not mean it will be used as an illustrative medium but rather as a way of using the visual aspects of the subject to provide an alternative way of viewing a topic and therefore enriching experience.

## Contribution of art and design to teaching in other curriculum areas

### 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.

### 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.

### Computing

We use Computing to enhance 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. Older children are also encouraged to use online computer aided design programs when designing their work. As a school, we are keen to enhance our art curriculum with current and up to date artistic methods so have incorporated computer programming and control as well as the use of digital media such as animation into our whole school art curriculum.

### 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.

## 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 allows 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.

## Equal Opportunities

Art and Design follows the guidelines expressed in the school's Equal Opportunities Policy and these are actively addressed through schemes of work. All children have the same access to art and design regardless of gender, race or cultural background. Art and design will, through studying the culture of different social groups, help to broaden and inform children's understanding of other people.

## Health and Safety

Through the art coordinator, staff are made aware of Health and Safety issues regarding the use of materials and equipment in art and design. Staff have access to copies of the school's Health and Safety policy and any relevant material from the LEA regarding use of equipment in art and design.

## The Role of the Coordinator

The Art and Design Coordinator is responsible for the development and monitoring of the National Curriculum for Art. She plans work with teachers and contributes to evaluation and review. The coordinator is responsible for updating the School's Art Policy and schemes of work.

The coordinator assists staff by:

- Leading staff meetings for Inset training in Art and Design
- Monitoring progression and continuity
- Monitoring planning
- Providing consultancy and advice
- Supporting staff in the classroom
- Specifying and ordering resources
- Coordinating staff requests for resources
- Maintaining the condition and availability of resources
- Reviewing teacher's plans
- Encouraging display and leading by example
- Ensuring health and safety issues are communicated to staff
- Ensuring equal opportunities for all pupils

## Resources and Accommodation

All art resources are stored in the Art Store Room. The Art coordinator is responsible for assessing the need and the ordering of any new resources. Resources are ordered termly. Nursery nurses, teaching assistants and Associate Teachers are involved in the delivery of arts activities. It is the responsibility of the teachers and teaching assistants that use the art Store Room to keep it clean and tidy after use.

## Assessment, Recording and Reporting

The purpose of assessment in this school is

- For teachers to monitor children against set objectives in each unit of work, relating to the National Curriculum document or Foundation Stage Profile
- To provide a means for children to express feelings and discuss work with teachers
- To provide a stimulus for continued self-evaluation as a whole class

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected and photographed. We record samples of work on Seesaw to allow subject leaders to monitor classwork. This also acts as a tool to support assessment as it allows for moderation across year groups.

Annual assessment for parents is completed each year in the children's reports.