

Eastchurch Church of England Primary School



Art and Design Policy

Date: October 2016

Review Date: October 2019

Rationale

Here at Eastchurch School we believe that 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.

Aims

The aims of art and design are:

- To develop and extend the pupils' visual creativity, curiosity, enquiry and sensitivity to the natural and man made world.
- To enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art.
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritage.

Objectives

The objectives 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 pupils' visual perception, awareness and curiosity of the environment through observation and experience.
- To develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organising of resources.
- To encourage pupils to evaluate and review their work and that of others, both individually and as groups.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To encourage the pupils to respond to, and develop opinions of art, craft and design using the relevant vocabulary.

Teaching and Learning style

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 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 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.

Differentiation and Additional Educational Needs

Study in art and design will engage children in a variety of different activities, practical work, reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome. However, care in the planning of lesson content for the support of pupils with Additional Educational Needs, including those on the More Able Register, will ensure that they are provided with tasks that are suitably matched to their ability.

Differentiation in art may be achieved by;

- 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;
- Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs.
- The deployment of learning support assistants.

Equal Opportunities

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or additional educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. We use the National Curriculum programmes of study documentation to inform curriculum planning in art and design. Our planning takes into account the local circumstances of our school and we use the local environment as the starting point for aspects of our work.

We carry out the curriculum planning in art and design in three phases: long term, medium term and short term. Our long-term plan maps out the themes covered in each term during key stage one and key stage two. The art and design subject leader collaborates with teaching colleagues in each year group to assist planning when required.

Our medium-term plans give details of each unit of work for each term. 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 will review these plans and discuss with teaching colleagues in each year group as necessary. In addition, a cross curricular plan may provide details.

Class teachers complete a weekly/fortnightly planning grid or timetable, where the art and design lesson for the following week will be recorded. These list the specific learning objectives for each lesson and give the details of how to teach the lessons. The class teacher keeps the individual plans, and the class teacher and subject leader discuss them on an informal basis.

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 there is an increasing challenge for the children as they move up through the school.

The Foundation Stage

We encourage creative work in the reception classes during this part of the Foundation Stage Curriculum. 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, 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.

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 children the opportunity to work alongside artists and other adults. The activities that the children take part in are imaginative and enjoyable.

Contribution of art and design 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. Works of art can also act as a stimulus to provoke imaginative thought in story writing.

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 ICT to support 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.

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 that we expect them to work with each other in lessons. Groupings allow the children to work together and give them the chance to discuss their ideas and feelings of 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 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.

Assessment and recording

We assess the children's work in art and design whilst observing them working during the lessons. Teachers record progress made by the children against the learning objectives for their lesson. At the end of the unit of work we make a judgement against the National Curriculum attainment targets. Children are encouraged to assess and evaluate their own work as well as their peers.

In Key Stage one children record their artwork in a folder. This includes photographic evidence of artwork, sketches and exploring a range of media. In Key Stage two children keep an individual sketch book to record their artwork. Sketchbooks and folders are annotated with the children's or teacher's comments as appropriate. This will show progress and development of an individual's work. Sketchbooks and folders will stay with the individual throughout all year groups to show progression.

The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in art and design in each year of the school.

Health and Safety

Although great care is taken with the ordering of materials used in school it is always advisable that children wash their hands thoroughly after lessons, because some children may be allergic to the materials used for Art. Materials and equipment should be stored cleanly and safely. Any spraying of children's work with fixative spray is to be done only by an adult in a well-ventilated area or outside so fumes are not inhaled by the pupils or the adult.

Pupils are taught to use materials, tools and techniques for practical work safely.

Due care and attention to formal Health and Safety procedures must be taken in class and in the school grounds.

Resources

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. This room is accessible to children only under adult supervision.

Funding for art and design will be within a school budget plan for each financial year. The subject leader is responsible for the budget and ordering resources through the school's finance department.

Monitoring and review

The monitoring of the standards of children's work and 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 will be allocated time on an adhoc basis to carry out tasks as required.