



Art and Design Policy



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Aims and Objectives

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 on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives so all pupils will be given equal access to the experience of art regardless of their gender, race or disability.

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 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;
- for children to be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development;
- to enable children to relate their artwork to other curriculum areas.

Teaching and Learning Style

The MAT 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. 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 or 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 to say what they think and feel about them. We give children the opportunity to work, individually, in pairs, in small groups and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Art is taught as part of our thematic curriculum. Teachers identify whether the art activities are exclusively art or whether the children are applying skills through one or more aspects of

the wider curriculum, as in theme work. When children are undertaking activities that are directly related to another element of the curriculum they are made aware that the session is an art investigation and that they are therefore focussing upon art skills.

We recognise the fact that we have children of differing ability in all our classes and those strengths and weaknesses can be unique to art. 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 tasks that are open-ended and can have a variety of responses and differentiation will be by the outcome;
- Setting tasks of increasing difficulty, where not all children complete all tasks;
- Providing a range of challenges with different resources;
- Having more adults support the work of individual children or small groups;
- Teacher intervention will be modelled and demonstrated where necessary and not applied directly to the children's work;
- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest, i.e. Coventry Cathedral, Herbert Art gallery, Motor Museum,
- Class teachers are also responsible for displaying the art work produced by **all** children in an appealing way so as to enhance the learning environment and display the varied range of art work.

Use of Sketch Books

Sketch books are used in Year 3 through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and on-going work. The sketch book is an essential and personal record, although teachers will teach children when it is appropriate to use them and for what purposes, including reviewing the contents to ensure the purpose of the sketch books at frequent intervals. It is essential that all children use the sketch books that are similar in format. The contents of the sketch book could include:

- A record of what has been seen;
- Preparatory studies for further work;
- The development of other ideas for further study;
- A record of basic skill development;
- Photographs and other illustrative material to support on-going work;
- Colour schemes and trials;
- A record of observations seen outside the classroom which will be used as reference material for further work, ie on a school visit;
- Details of something that will be drawn or painted in entirety;
- ICT prints and image manipulations.

Sketch books are an essential record of an individual child's experiences and ideas throughout a year and Key Stage and will be seen as evidence for assessment and reporting purposes.

Art and Design Curriculum Planning

Art and Design is taught as an integral part of our Thematic Curriculum. Within the MAT plans are based on the National Curriculum 2014 objectives. These plans define what we will teach, and ensure an appropriate balance and distribution of work across a two year rolling programme. This cross curricular approach requires the use of appropriate teaching and learning strategies to enable pupil learning and encourages creative thinking and imaginative ways of working. The subject leader is responsible for reviewing these plans and ensuring that all National Curriculum objectives are covered.

We plan the activities in Art and Design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The Early Years Foundation Stage

We encourage creative work in EYFS, as this is part of the Early Years Foundation Stage of the National Curriculum. We relate the children's creative development 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.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The activities that they take part in are imaginative and enjoyable.

Art and Design and ICT

Information and Communication Technology enhances our teaching of Art and Design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

Art and Design and Inclusion

We teach Art and Design to all children, whatever their ability and individual needs. Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

We enable all pupils to have access to the full range of activities while studying Art and Design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

Assessment for Learning

We assess the children's work in Art and Design while observing them working during lessons.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum expectations. We use this information as a basis for monitoring the progress of the child, and for writing the annual reports given to parents, at the end of the academic year.

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 not accessible to children.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art and Design, and providing a strategic lead and direction for this subject in the school.

Health and Safety

In this subject, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for handling equipment and resources.

Date of approval: Autumn Term 2 2017

Signature: Head Teacher

Signature: Chair of Local Governing Body

Renewal Date: