



ART AND DESIGN POLICY

Review Date: February 2019

1. Rationale

Art and Design is a visual language with which to investigate, record and communicate ideas and feelings. It is the development of a personal response, by working from feelings, direct experience, investigation and experimentation. 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 can develop greater awareness and self-confidence and a unique way of perceiving themselves and the world about them. There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

2. Aims

The aims of art and design are:

- To enable all children to have access to a varied range of high quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences
- To develop children's design capability

- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

3. Teaching and learning style

Our school uses a variety of teaching and learning styles in art and design lessons. Our main 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 work 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. Opportunities are given to children to work on their own and collaborate with others. Children also have the opportunity to use a wide range of materials and resources, including ICT. We update displays at least termly, showcasing the children's art work in classrooms and around the school.

4. Differentiation – extended opportunities

We recognise 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
- Provision will be made for pupils with special educational needs. In many cases requirements will be met through greater differentiation of tasks and materials.

5. Continuity and Progression

1. Our medium-term plans, linked to a topic based, creative curriculum, give details of each unit of work for each short 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 is responsible for reviewing these plans.
2. 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. Where possible, we give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

4. 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.
5. 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.
6. Every child has an individual portfolio which will remain with them throughout school. 3 pieces of work will be placed in the portfolio every school year to show progression of skills.

6. Cross Curricular Links

Where appropriate, Art and Design will be used to broaden the children's understanding in other subject areas. 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 the children's experiences.

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.

Information and communication technology (ICT)

We use ICT to support 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.

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 allow 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.

7. Equal Opportunities

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.

8. The Role of the Coordinator

The Art and design coordinator is responsible for the development and monitoring of the National Curriculum for Art.

The coordinator assists staff by:

- Leading staff meetings, when appropriate for t training in art and design
- Monitoring progression and continuity of skills
- Monitoring planning
- Providing consultancy and advice
- Specifying and ordering resources
- Maintaining the condition and availability of resources

Signed on behalf of the Governors _____ Headteacher

Date: _____