

Adderley Primary School

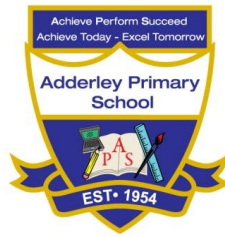
Art & Design Policy

2019-2021

Based on the values and principles of the UN
Convention on the Rights of the Child



Agreed by:	Governing Body	
Review date:	November 2021	



Art & Design Policy

Everyone at Adderley Primary School has the right to an outstanding education. As a Rights Respecting School, it is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school.

Aims and objectives

The aims 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, crafts people and designers

Learning & Teaching

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 something includes exploring and developing ideas, and evaluating and developing work. Teachers may 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 articulate what they think and feel about them. Children also have the opportunity to use a wide range of materials and resources, including ICT.

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. We may differentiate work, allow children to develop their own ideas or provide additional support or resources. We also have a specialist Art technician who supports children and teachers.

The Early Years Foundation Stage (EYFS)

We teach art and design in the EYFS as an integral part of the topic work covered during the year. In the EYFS art and design contributes to a child's development in the area of expressive arts and design. We provide rich indoor and outdoor environments in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

Curriculum Planning

Art and Design is often taught and used within other areas of the curriculum and to support and enhance the work done within the topics planned. We use the Cornerstone scheme of work which is a creative curriculum as the basis for developing skills in art and design. This also contributes towards our Artsmark journey.

The activities in Art and Design are planned so that they build upon the prior learning of the children. While we give children of all abilities the 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.

Art and Design Sketchbooks

Each child has their own Art and Design sketchbook which they take with them to their next class. This provides a record of the child's learning and progression in art as part of their art portfolio.

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. Where possible the children should be encouraged to comment on the media and techniques used and evaluate their own and the work of other artists

Cross Curricular Links

English

Art and Design supplements 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, in order to develop speaking and listening skills.

Computing

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work. All children can collect visual information to help them develop their ideas by using the digital cameras. They can record their observations and manipulate them through editing or painting software to produce their own designs. Additionally, the children utilise the Internet to find out more about the lives and works of famous artists and designers.

Maths

Art and Design contributes to the teaching of Maths in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

PSHE

Art and Design links to the teaching of some elements of Personal, Social and Health Education. The children discuss how they feel about their own work and express the methods and approaches used by others. They have the opportunity to meet and talk with adults whilst undertaking their work.

RMSE

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work together in lessons. 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. They also develop an understanding of different periods, cultures and religions through their work on famous artists, designers and craftspeople.

Equal Opportunities and Inclusion

At our school we teach Art and Design to all children, whatever their ability. Art and Design forms part of our creative curriculum policy, ensuring we provide a broad and balanced education for all children. Through our Art and Design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have SEND. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Teachers primarily assess children's work in Art and Design whilst observing them working during lessons. Marking and feedback may be written but is more likely to be verbal, depending on the nature of the task. The information is then used for future planning. The children have art sketchbooks which go up with them to their next class as evidence of their progress.

Resources

We have a wide range of resources available for the use of all staff in the school. Classrooms may have a range of basic resources, but the majority of equipment is stored in our Art Studio (Creation Station) and Cornerstones room.

Health & Safety

Health and safety is important, particularly when working with tools, equipment and resources. Teachers always teach the safe use of tools and equipment and insist on good practice. Each child is taught to return tools and equipment correctly when not in use.

Teachers carry out risk assessments before allowing children to take part in Art and Design activities that could present a risk to health and safety.

Monitoring and review

The Art and Design subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching in Art and Design. The leader will do this through book scrutiny's; informal observations; display audits and subject evaluation forms, providing developmental points. The work of the subject leader also involves coaching colleagues, 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 is responsible for making a contribution to the school's School Development Plan (SDP), indicating priorities for the future and areas for improvement.