

MARSH GREEN PRIMARY SCHOOL



Art & Design Policy

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Policy for Art and Design

Aims and Objectives:

Art, craft 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, craft 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. It encourages the natural ability that every child possesses within art and design and allows every child to achieve their full potential within this curriculum area.

The aims of art and design within our school:

- To provide children with first-hand experience of working directly from the natural and built environment, human experience and imagination.
- To provide extensive opportunities for children to encounter original work through visits to art galleries or work with practising artists, craft makers and designers.
- To provide wide-ranging opportunities to learn about contemporary craft, art and design that is influenced by different periods in history, providing opportunities to learn about different places and cultures.
- Planning for progression to deepen subject knowledge and refine skills, thereby providing challenging activities including drawing from observation, memory and imagination and contribute to developing visual literacy.
- To ensure that rigorous curriculum planning ensures pupil's spiritual, moral, social and cultural development.
- To provide regular opportunities to pursue individual interests in 2D, 3D, digital media and support them with strategies to meet their needs and aspirations.
- To provide high quality enrichment activities including initiatives led by pupils.
- To provide opportunities to work with local galleries, creative practitioners and industries.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using various skills and techniques. We actively encourage our children to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas. We give them the opportunity to work alongside artists and other adults as well as visits to experience the work of professional artists. The activities that they take part in are imaginative and enjoyable.

Teaching and Learning

The school uses a variety of teaching and learning styles in art and design lessons. Our key 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/paired and 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, look at 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 both 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 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:

- Pupils are inspired by teachers' creativity and enthusiasm for art and design.
- We provide a range of exciting resources, including new technologies to promote curiosity and skill.
- We provide informative and inspiring lessons to challenge and broaden knowledge of art, craft and design for individual and creative pupils.
- Children are encouraged and build confidence, independence and creativity by being allowed to explore their own ideas and innovation.
- Pupils understand how to progress and this is supported through sensitive use of exemplification.
- Pupils are encouraged to confidently express personal feelings through art, craft and design.

Special Needs

1. Opportunities will be provided for children with learning difficulties through differentiation in planning.
2. More able children will have challenging extension activities.
3. The needs of children with physical disabilities will be taken into consideration when planning work.
4. Parents will be encouraged to take their children to galleries to look at other artist's work.
5. Children will be encouraged to go back, develop their work and show progression throughout their sketchbook.

The SENCO and the Leader will try to advise teachers on the activities relevant to pupils with Special Educational Needs.

Teaching Art and Design to children with special needs

We teach art, craft and design to all children, whatever their ability. Within the Art and design curriculum we 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. Additional LSA's are used to support individual or groups of children.

Teaching Art and Design to more able Pupils

Gifted and talented children will be encouraged to develop their talents and experiences of art and design through a range of activities; including extra-curricular art club, links with other primary schools and liaising with secondary school teachers and for example bi- annual WOWs art exhibition at DW stadium.

Objectives

We will endeavour to meet our aims by working in the following ways:

1. Ensuring objectives are clear through short, medium and long term planning.
2. Ensuring Success Criteria are discussed and agreed with the children.
3. Ensuring Equal Opportunity.
4. The gradual introduction of a range of materials and techniques and ensure time for the exploration of the potential and limitations of each.
5. Introducing sketch books at Key Stage 1 and 2 in order to plan and evaluate work as appropriate to the pupil.
6. Working at a variety of skills, individually, paired and as part of a group, and in both 2 and 3 dimensions.
7. Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
8. Using memory and imagination as starting points as well as developing work from direct observation.
9. Allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit.
10. Providing the opportunity for contact with the work of other artists and designers from a variety of times and cultures at regular intervals.
11. Teaching children specific information e.g. artistic elements (colour, tone, shape, pattern, line and texture) and skills as appropriate.
12. Pupils collecting resources and ideas from which to develop artwork.
13. Collating work in a portfolio to show achievements and progression through Key Stages 1 and 2.
14. Encouraging older children to plan evaluate and re-visit their work.

15. Using display to set standards, show individuality and celebrate the children's achievements and successes.
16. Linking Art and Design activities to other areas of the curriculum as often as possible.
17. Seeking to ensure that all staff continues professional development.
18. Monitoring the quality of provision regularly.

Planning within the art and design curriculum

Art and design is a foundation subject in the National Curriculum. At Marsh Green Primary School we use the new National Curriculum as the basis for our curriculum planning in art and design. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.

Firstly, the themes covered in each term during the key stage are mapped out. Our art and design subject leader works in conjunction with teaching colleagues in each year group as well as the DT leader.

Each year group completes a detailed termly plan adapted from the new National Curriculum. These plans define what we will teach each week and ensure an appropriate balance and distribution of work across each term. They list the specific learning objectives and success criteria for each lesson and give details of suggested activities. Both the subject leader and the class teachers keep these individual plans and often discuss them on an informal basis.

We plan the activities 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 and progression for the children as they move up through the school.

Links with Other Curriculum Areas

Art links with most other subjects and should be used as a means to support and record knowledge and understanding, i.e. paint a picture to show what you know about the Fire of London. It is taught mainly through class topics.

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 professional artists and to say what they think and feel about them. Pupils should also generate new keywords throughout the art topic that they are learning about.

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 art and design teaching, when appropriate. Children use software to explore shape, colour and pattern in their work. KS2 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 and Citizenship Education (PSHCE)

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. Children link in art work within each SEALS topic.

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 therefore, developing a better understanding of them selves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Assessment and Recording

At Marsh Green Primary school children receive a sketch book when they enter key stage 2. Before this, children's artwork and development work will be kept in the form of a class scrapbook by the class teacher. The sketchbook is a resource that should be used to help children explore their thoughts and ideas during any of the art units. These could comprise of the following e.g. magazine cuttings, photographs, experimenting with a range of media, observational sketches/paintings, artist links and so on. The sketch book also offers the teacher a collection of art work all in one place which will aid with monitoring progression and assessment. We assess the children's work in art and design whilst observing them working during lessons. Each piece of work shows the learning intention and this is used to inform assessment. Teacher's make positive comments, as well as constructive suggestions to help children improve their work. The children are also involved in the evaluation process and are expected to carry out their own self assessment of their work. Peer assessment is encouraged and the children are expected to make positive comments about other's work as well as ask questions. The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school. Photographs of displays in class and around school should also be photographically evidence for the subject leader file.

Resources

We are currently building 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 central store. This room is accessible to children only under adult supervision. An audit to enable the updating and replenishment of the Art and Design resources available in school is regularly carried out.

If a member of staff wishes to request specialist resources for their class they should speak to the art and design lead.

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 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, providing training and direction for the subject in the school. The art and design subject leader gives the Head teacher and Governors an annual summary report in which she/they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The art and design subject leader has specially-allocated management time, which is used to review evidence of the children's work and to undertake lesson observations of art and design teaching across the school.