



Art and Design Policy

1. Aims & 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

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, craftspeople and designers.*

2. Teaching and Learning Style

Laurel Avenue Community Primary 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. 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 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. 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.

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:

- ◆ *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;*
- ◆ *using additional adults to support the work of individual children or small groups.*

3. Art and Design Curriculum Planning

Art and design is a foundation subject in the National Curriculum. At Laurel Avenue Community Primary School, we use Chris Quigley's 'Essentials Curriculum' as the basis for our curriculum planning in art and design. We use the levelled skills and objectives, linking them to the topics for each Key Stage; Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

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 each Key Stage.

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.

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

Each media in Art (drawing, painting, printmaking, collage, textiles and 3D) have specific skills which need to be taught at different levels. The children then have the opportunity to apply these skills through a project, led by themselves.

The Foundation Stage

We encourage creative work in the Foundation Stage as this is part of the Foundation Stage of the National 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,

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 experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

4. The contribution of Art and Design to teaching in other curriculum areas

Literacy

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. Children are able to apply and develop key reading and writing skills through research into the life and work of artists studied.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of properties of shape and position and direction through work in two and three dimensions. Carefully planned opportunities are incorporated into the school's medium term mathematics plans to allow for contexts to be given to areas such as rotation, reflection, symmetry and 2 and 3 dimensional shape. This reflects and supports the whole school approach to the children as 'mathletes' and in recognising and applying skills and understanding from mathematics to other areas of the curriculum.

Computing

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 cameras to record their observations.

Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE)

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.

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, cultures and religions through their work on famous artists, designers and craftspeople.

5. Teaching Art and Design to children with special needs including the more able

At Laurel Avenue Community Primary School we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. Children who display particular skills within art and design are identified and listed in the school's 'More Able' register. These children are closely tracked and are given opportunities to work with skilled staff and participate in wider areas of study.

6. Assessment and Recording

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives within the Chris Quigley Milestones. Each area of learning is assessed by the teacher at the end of the unit. The children are also asked to self-reflect on their learning and the skills achieved. At the end of each term a judgement is made by teaching staff within each of the three areas of learning, as to whether each child is working at a basic, advancing or deep level. Numerical scores ranging from 1-6 are given, allowing progress as well as attainment to be closely monitored.

At the end of each Milestone we make a judgement against the National Curriculum expectations as to whether they have met national expectation, have not met national expectation or have exceeded national expectation.

This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher. The art and design subject leader monitors standards of children's work. This demonstrates what the expected level of achievement is in art and design in each year of the school.

7. 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 central areas around school.

8. Art and Design events

European Day of Languages – linked to European artists.

Art focus within Science Week where pupils are inspired to create art work specific to science topic.

Anti-bullying Week.

Specific projects such as Go Getters, LGBT+

Egg decorating.

Bright Sparks worked with Art Students from Durham University.

Wider arts programmes – ‘Start Programme’ – Lumiere.

9. 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, and providing a strategic lead and direction for the subject in the school. A school governor with a responsibility for art and design, provides challenge and monitors teaching and learning through regular meetings with the coordinator and attending art sessions.

10. Equal opportunities

The teaching of art and design is in accordance with the present policy for Equal opportunities, and is an ideal vehicle for delivering the message of equality and diversity.

Signed:

Chair of Learning, Teaching and Achievement Committee

Date: September 2017

Signed:

Co-ordinator

Reviewed: September 2017

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