

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Art and Design Policy September 2021

- An inclusive place that nurtures children's individual talents
- A creative inspiring school
- An exciting quality environment

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ART AND DESIGN POLICY

1 Aims and intentions

1.1 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 using 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.

1.2 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;
- Clear progression steps through FS – Year 6 to improve the children's ability to control materials, tools and techniques such as painting, drawing and sculptures;
- 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;
- Opportunities to practise and develop techniques in art books and use this as a reference tool;
- All classes to have a display of children's art work;
- Where appropriate - Displays to include work children have cut out (not adult).

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principle aim is to develop the children's knowledge, skills and understanding by building on skills through 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 to encourage critical thinkers. 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.

2.2 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;
- 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

3.1 Art and design is a foundation subject in the National Curriculum. At St John the Baptist Primary School we teach specific skills which are built on throughout the years. These skills can then be applied when art is used during the teaching topic.

3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term using the creative learning planning sheets and topic planning. Our long-term plan maps out the key skills and themes covered in each term during the key stage. Our art and design subject co-ordinator works this out in conjunction with teaching colleagues in each year group.

3.3 Our medium-term plans, which reflect our thematic approach, 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. The art and design subject co-ordinator is responsible for keeping and reviewing these plans. They relate to NC objectives. The NC objectives and skills are integrated into our topic and theme work.

3.4 Class teachers complete a daily plan of each art and design lesson. These list the specific learning intentions for each lesson and give details of how to

teach the lessons. The class teacher keeps these individual plans and the class teacher and subject co-ordinator often discuss them on an informal basis.

- 3.5 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.
- 3.6 Links with local artists, gallery visits and exhibitions are visited as appropriate to support the curriculum and inspire work.
- 3.7 Pupils will be signposted to extra-curricular and out of hours art groups and classes. This will support children's interests and gifted and talented pupils.

4 The Foundation Stage

- 4.1 We encourage creative work in Foundation class, as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the intentions set out in the EYFS Expressive Arts and Design Area, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play, painting and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.
- 4.2 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.
- 4.3 Art is often planned for across the curriculum to link with our more thematic approach to planning and teaching, but there are times when it still needs teaching discreetly by Art Week or Art History.

5 Contribution of art and design to teaching in other curriculum areas

5.1 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.

5.2 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.

5.3 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.

5.4 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.

5.5 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. Through the teaching of art we aim to promote the Christian values of resilience, self-discipline, encouragement, wisdom and hope.

6 Teaching art and design to children with special educational needs

6.1 At our school, we teach art and design to all children, whatever the 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.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. 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.

- 6.3** SEN intervention will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.
- 6.4** 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, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

- 7.1** 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 intentions for their lessons. At the end of a unit of work, we make a judgement against the National Curriculum. The teacher records the level that each child has reached and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child’s annual report to parents. We pass this information on to the next teacher at the end of each year.

8 Resources

- 8.1** We are developing 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 more specialised equipment in the art and design store. This room is accessible to children only under adult supervision.

9 Monitoring and review

- 9.1** 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 co-ordinator. The work of the subject co-ordinator 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. The art and design subject co-ordinator gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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Reviewed by Staff: K Doel

Reviewed by Govenor:

