



Lees Hill C of E Primary School

Art & Design Policy

POLICY ADOPTED BY FULL GOVERNING BODY: June 2017

Name: Fiona Ritson

Position: Chair of Governors

Next Review Date: June 2019

Aims and Objectives

Art & 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. Children learn about the roles and functions of art, and can explore its significance and impact 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 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 elements and materials.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artist, craftspeople and designers.

Teaching and Learning Style

A variety of teaching and learning styles are used in art and design lessons to achieve our principle aim; 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 other children. They encourage children to evaluate both their own ideas and methods and the work of others, and to express 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 IT.

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.

Art and Design Curriculum Planning

Art and design is a foundation subject in the National Curriculum. At Lees Hill School we use the national scheme of work 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.

Our medium-term plans, which have been adopted from the national scheme, 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 leader is responsible for keeping and reviewing these plans.

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.

The Foundation Stage

We encourage creative work in Reception as this is part of the Foundation stage of the National Curriculum. We relate the creative developments of the children to the objectives set out in the Early Learning goals, which underpin the curriculum planning for children EYFS Birth-5.

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.

Contribution of Art and Design to Teaching in Other Curriculum Areas

English

Art and design contributes to the teaching of English at Lees Hill 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 at Lees Hill School by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and Communicative 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 PSHE 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 opportunity 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.

Assessments 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 learning objectives for their lessons. At the end of each unit of work we make a judgement against the National Curriculum.

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 with the opportunity to use the more specialised equipment held at school.

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. The art and design subject leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The art and design subject leader has specially allocated regular management time, which s/he uses to review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.

This policy is to be reviewed bi-annually or sooner if required.

