

ALL SAINTS UPTON C.E PRIMARY SCHOOL

Policy for Art and Design

Introduction:

This document is a statement of the aims, principles and strategies for teaching and learning of Art and Design at All saints Upton C.E. Primary School.

It was developed during the Summer of 2013 through a process of consultation with teaching staff.

It was presented to the Governing body in Autumn 2015.

This policy will be reviewed in Autumn 2016. A schedule for the review of this, and all other, policy documents is set out in the school's Development Plan.

What is Art and Design?

Art and Design is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Art and Design has two strands, creation and evaluation. The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of art in society.

Aims:

Our Aims in teaching Art and Design

All children will:

- find enjoyment in creative art and see themselves as artists;
- find a sense of purpose, achievement and fulfilment in artistic expression;
- develop skills to use a range of materials and techniques competently;

- feel able to express their ideas and feelings through imaginative creation in both two and three dimensions on a variety of scales;
- learn to study and record the world around them analytically;
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others.
- appreciate and evaluate the work of a range of artists from their own and other cultures.

Principles of the Teaching and Learning of Art and Design

Art and Design is important because:

- artistic creation is a pleasurable activity which can provide fulfilment throughout life.
- artistic observation heightens perception.
- knowledge of the work of a range of artists contributes to cultural understanding.

As in the National Curriculum 2015, 'Art and Design' is taken to encompass art, craft and design. The term 'artists' should thus be interpreted as 'artists, craft workers and designers'

Strategies for the Teaching of Art and Design:

The Art and Design curriculum is organised on a topic basis where: Art and Design is delivered through a one year cycle in each year group as part of the Creative Curriculum. Whilst Art and Design may not be taught in every topic, the balance of topics throughout the year will ensure coverage of the year's objectives. Approximately 1.5 hours per week is spent on Art and Design during the periods that it is studied.

The predominant mode of working in Art and Design is co-operative group work although individual work and class teaching are used where appropriate. Within this structure:

- groups are usually of mixed ability;
- children are encouraged to develop inter-personal skills through discussion;
- enquiry and negotiation and working as part of a team are encouraged.

Pupils with special needs receive support from the class teacher to undertake exercises or projects geared to their level of ability and to take an effective and valuable role in mixed ability co-operative group work. They include:

- pupils with learning difficulties who may need support with reading and writing but who may have well developed practical skills in designing and making;
- pupils who have difficulties with practical tasks who may need more support and extra opportunities for practise;
- pupils with particular ability and flair for Art and Design who are extended through the use of additional, more demanding, assignments.

Homework is used to support Art and Design through tasks such as:

- library research;
- collecting artefacts from home.

The emphasis in our teaching of Art and Design is on providing opportunities for pupils to combine their designing and making skills with knowledge and understanding in order to design and make products. The focus is on the assignments in which we encourage children increasingly to take control of their own learning. Work in Art and Design draws on knowledge from all other subjects of the curriculum especially mathematics and D&T.

Excellence in Art and Design is celebrated in:

- suitably mounted displays in classrooms and throughout the school;

- presentation and display of work in assemblies and other public occasions and generally around the school.

Strategies for Ensuring Progress and Continuity

Planning is a process in which all teachers are involved, wherein:

- the foundation for curricular planning is the Whole School Development Plan, developed through a process of collaboration between staff, and approved by governors;
- a cycle of yearly unit plans is drawn up by staff working groups and is carefully balanced to ensure full coverage of the National Curriculum 2015;
- staff meetings may be used to discuss the Art and Design curriculum and ensure consistency of approach and of standards.

The role of The Art and Design Co-ordinator is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Art and Design throughout the school;
- support colleagues in their development of detailed work plans and implementation of the scheme of work;
- monitor progress in Art and Design and advise the Headteacher on action needed;
- take responsibility for the purchase and organisation of central resources for Art and Design;
- keep up-to-date with developments in Art and Design education and disseminate information to colleagues as appropriate.

Feedback to pupils about their own progress in Art and Design is achieved through the marking of work. Effective marking:

- aims to help children learn by being positive and constructive;
- is almost always done while a task is being carried out through discussion between child and teacher;

Formative assessment is used to guide the progress of individual pupils in Art. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is

mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include:

- small group discussions in the context of a practical task;
- specific assignments for individual pupils;
- individual discussions in which children are encouraged to appraise their own work and progress.

Strategies for Recording and Reporting:

Records for progress in Art and Design kept for each child by appropriate assessment criteria for the learning objectives being built into each topic so that:

- following on from each topic, an assessment sheet is completed by the class teacher;

The Art and Design Co-ordinator identifies pupils who are consistently failing to meet achievement criteria and work with the class teachers to identify the cause. Subsequent class teachers are informed of pupils with particular difficulties.

Reporting to Parents is done on a twice-yearly basis through interviews and annually through a written report.

Reporting in Art and Design will focus on each child's:

- designing and making skills;
- knowledge and understanding.

Formal summative Assessment is carried out at the end of each National Curriculum Key Stage through the use of teacher assessment.

Strategies for the Use of Resources:

Classroom resources are kept, clearly labelled, in an Art and Design resource area. They include:

- a variety of regularly used tools and materials for painting and drawing;

- tools and materials for collage work and modelling;
- a selection of papers and card.

Central resources in Art and Design are the responsibility of the designated Art teacher who has a small budget available. They include:

- tools and materials for printing and printmaking;
- tools and clay for pottery work;
- cameras;
- artefacts available for study;
- threads and needles for textiles.

Health and safety issues in Art and Design include:

- use of materials, tools and techniques in accordance with health and safety requirements;
- appropriate storage of tools and materials;
- teaching pupils to recognise hazards in a range of products, activities and environments and take action to control the risks to themselves and others.

Appendices may include:

- lists of centrally held resources for Art and Design;
- schemes of work;
- booklists;
- planning sheets;
- guidance notes for teachers on various aspects of Art and Design teaching;
- lists of available reference books for teachers on the teaching of Art and Design.

Signed Patricia Banks
Chair of curriculum committee
Date 15th July 2013