



## **STAPELEY BROAD LANE CE PRIMARY SCHOOL**

### **Art and Design Policy**

***"Art has the role in education of helping children become like themselves instead of more like everyone else"***  
***Sydney Gurewitz Clemens***

#### **1 Aims and 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 through the use of colour, texture, form, pattern and different materials and processes. They explore ideas and meanings through the work of artists and designers who have had an impact on contemporary life and on different periods and cultures.

The objectives of art and design in our school 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 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**

The 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 by encouraging an exploration and development of ideas together with evaluation and development of work. Children work together in whole- class, individual or group activities where they are encouraged to share good practice and celebrate final products. This encourages children to evaluate their own ideas and methods and to state their feelings and thoughts. All children have the opportunity to develop skills in drawing, textiles, painting, digital, collage, printing and 3D. A wide range of materials and resources are available.

We recognise the fact that we have children of differing abilities in all our classes, and 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 tasks that can have a variety of responses;
- setting tasks of increasing difficulty;
- setting tasks for different ability groups;
- providing a range of challenges with different resources;
- using 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 Stapeley Broad Lane CE School we follow the Access Art Split Curriculum in order to achieve the programmes of study outlined in the National Curriculum (2013). Each year group is guided throughout the three terms in a progression of skills in drawing, painting and 3D art, whilst exploring elements such as pattern, texture, colour, line, shape, tone, form and space. The knowledge and understanding element of the National Curriculum links with the studies of artists, craftspeople and designers which are suggested in each unit plan.

The curriculum is structured in such a way that each cohort year has the opportunity to build substantive knowledge and disciplinary skills from year to year, whilst engaging in a wide range of experiences.

Stapeley Broad Lane CE School provides a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. Opportunities to work alongside artists and other adults make activities imaginative and enjoyable.

### **4 The Early Years' Foundation Stage**

We encourage creative work in Early Year's Foundation Stage. The children's creative development is related to the objectives set out in the Early Years Framework, which underpins 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.

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

#### **English**

Art and design contributes to the teaching of English 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.

#### **Mathematics**

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions.

### **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 during their work.

### **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 work and the work of others. Children develop a respect for the abilities of others and are encouraged to collaborate and cooperate 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 the work of famous artists, designers and craftspeople.

## **6 Art and design and inclusion**

Art and design is taught to all children, whatever their ability and individual needs. Teachers provide learning opportunities adapted to the needs of all children in the school. Through our art and design teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

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, adaptations – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the Curriculum objectives allow us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning art. Where children are to participate in activities outside the classroom, such as a visit to a 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 for learning**

We assess work in art and design while observing the children during lessons. Children use sketchbooks throughout the school to record, explore and inform further work. These are useful to assess children's skills and understanding.

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. All information is passed on to the next teacher at the end of each year. Teachers will assess children's work against lesson objectives by making judgements during lessons and/or on completion of a piece of work. The teacher uses this information to plan for future learning. Verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

A simple tracker is used to summarise children's attainment at the end of each unit of work. This allows the school to produce attainment reports showing whether children have met (or not) the subject matter, and allows individual children's progress and attainment to be monitored.

Selected examples of work covering the required skills and elements are displayed and kept by the art coordinator in order to demonstrate the expected level of achievement in each year of the school. Where necessary, photographs are kept as a record of work.

## **8 Resources**

We have a wide range of books and resources to support the teaching of art and design across the school. More specialised equipment is located in the school stockrooms while classrooms have a range of basic materials that are accessible to children on a daily basis.

Library books, artefacts and posters are available from the Educational Resources Library at Winsford.

## **9 Monitoring and review**

The monitoring of the standards of children's work and the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching; providing a strategic lead and direction for the subject in school; contributing to art teaching across the school when required; being informed about current developments in the subject; liaising with outside specialists /agencies/ galleries etc.; helping with planning and monitoring of work; auditing, ordering and storage of resources; working with the head teacher to identify INSET requirements. The subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has allocated time, during our curriculum review and evaluation cycle, in which to fulfil this role by reviewing samples of children's work and informally discussing topics with the class teacher. This review also involves a discussion of the findings with a link governor.