

ASTON ALL SAINTS C OF E PRIMARY SCHOOL

Art and Design Policy

Date: April 2013

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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 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.

Teaching and learning style

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 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: -

Using learning objective/s and success criteria (“steps to success”) to support and develop progress in Art & Design through focused objectives and outcomes so that the child understands what he/she is learning to do and equally child & teacher understand what the outcome of the learning will be;

- setting common tasks that are open-ended and can have a variety of responses;
- grouping children by ability and setting different tasks for each group, if appropriate;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.
- Using the work of different artists from different cultures and times
- Inviting artists into school to work alongside the children to develop their skills and understanding and also for them to observe a professional artist and learn from their practice.

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. At Aston C of E School we have adapted the national scheme and use as appropriate to our school. We use the local environment as the starting point for many aspects of our work.

We carry out the curriculum planning in art and design in two phases: long-term and medium-term. Our long-term plan maps out the themes covered in each term, in each class, during the key stage.

Our medium-term plans, which refer to POS for Art & Design, give in detail, the work to be covered each term. These plans define what and how we will teach that focus and ensure an appropriate balance and distribution of work across each term, year and Key Stage.

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.

Agreed non negotiables for each academic year.

Each year the children in each class will experience working with the following range of materials -:

Pencil sketches

Powder paint/mixing

Pencil crayon

Pastels/chalks/charcoal/oils

Felt tip pens

Printing

Clay/dough

3D work

Textiles/stitching

All the above materials will include a variety of size, texture, shape and colour

Also –

Study of artists

ICT link with the ICT curriculum plan – creativity strand

Gallery visit once in each key stage during the child's time in school

Study of other cultures with a link to art – this could be as part of school's annual Big Arts Week

We also plan where appropriate, a lesson or a series of Art lessons where particular skills and concepts are developed.

Assessment and Recording

We assess the children's work in Art & Design whilst observing them working during lessons. Teachers assess the progress made by children against the learning objectives for their lessons.

In KS1 & KS2 at the end of a term's work, children are assessed against the National Curriculum attainment levels for Art & Design. These assessments are recorded and then passed to the next class teacher at the end of the year. Each term all children (F2, KS1 & KS2) carry out a piece of assessment work in the form of an independent observational pencil sketch. These are filed and over time, present a clear view of the child's progress within this artistic media. The Art & Design subject leader keeps evidence of children's work in a portfolio. This work is annotated by the class teacher and assessed against the Attainment Targets for this subject.

Some work included is annotated by the children. This form of self-assessment by the child is valued by all at our school as an important learning tool.

Teachers pass on art work to the art coordinator to review evidence of children's work against the Attainment Targets for Art and Design.

The Foundation Stage

We encourage creative work in the reception class 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 EYFS curriculum. 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 of their world.

The Foundation teacher assesses each child against the Early Learning Goal objectives and at the end of the year these assessments are passed on to the Y1 teacher.

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 and in addition teach skills which link to the skills taught in art throughout the rest of the school.

Contribution of art and design to teaching in other curriculum areas

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.

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. Understand and use the properties of position and movement: rotation, translation and transformation. Scale up/down, a preparatory drawing for large/small scale painting.

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. Extend the possibilities for sharing their work with others via email or on the school website.

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.

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.

Teaching art and design to children with special needs

We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced

education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their Individual Education Plans (IEPs).

More Able

If a child has been identified as more able in art, the coordinator will research / locate any available art opportunities, inform parents of these and invite the pupil to attend.

Health & Safety

When working with tools, equipment and materials in practical activities and in environments, including those that are unfamiliar, pupils will be taught:

About hazards, risks and risk control.

To recognise hazards, risks and take steps to control the risks to themselves and others.

Use information to assess risks.

Manage their environment to ensure the health and safety of themselves and others.

Explain the steps they take to control risks.

Homework

Suitable tasks might include: -

Exploring ideas using a sketchbook.

Recording and collecting visual and other information and materials that will support the development of children's ideas.

Finding out about the work of artists, craftspeople and designers by visiting museums, galleries, using the library, CD Roms and the internet.

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 the school stockrooms and this is accessible to all staff.

Governors

The Governors will be well informed through the leadership of the Head Teacher, Deputy and the Art Co-ordinator, support the staff implementing the schools policy for Art and work with the school to promote art and design.

They will inform parents about art and design within the school.

Signed on behalf of the Governing Body