



# **Higher Lane Primary School**

## **Art & Design Policy**

**January 2017**

| Date         | Review Date  | Coordinator   | Nominated Governor |
|--------------|--------------|---------------|--------------------|
| January 2017 | January 2018 | Sophie Tetlow |                    |

Art & Design is a practical subject about exploring visual and tactile qualities of expression and considering the art and design of others. It encourages experimentation and originality, and accepts every style and all abilities. It is a celebration of children's imagination.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## Aims

- To develop creativity and imagination in all pupils.
- To develop an awareness of the qualities of visual, tactile and sensual elements.
- To develop the capacity to express observations and feelings.
- To work with other schools to share good practice in order to improve this policy

## Objectives

- To develop skills for working in two or three dimensions, by using art, craft and design media.
- To provide opportunities in order to experience personal satisfaction and improve self-confidence.
- To encourage pupils to ask and answer questions about art work.
- To develop a sense of self-appraisal.
- To develop an awareness of artists, crafts people and designers.

## Teaching Guidelines

In developing learning and skills in Art and Design all members of staff are committed to encouraging pupils to express ideas and feelings from their memories and imaginations and to record observations from first-hand experiences.

They design and make images and three-dimensional (3D) work and recognize pattern and texture in natural and man-made forms.

In drawing they begin to understand how images are made using line and tone and begin to understand how shape, space and form are used in images and 3D and they experiment with use of colour in a variety of ways and with a range of media.

Pupils study works in a variety of genres and styles from the locality, from both the past and present, and from a variety of cultures taking time to respond to and evaluate art, craft and

design of their own, and that of others. They identify what they might change in their current work or develop in their future work, on their own or collaborating with others.

They learn the skills of, and experiment with, using tools and techniques for drawing, painting, print-making, collage models and textile work and clay work.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, and every child has an equal entitlement to learning.

Lessons all have clear learning objectives, which are shared with and understood by the children. They are at all times aware of what skill they are going to develop through the activity, and what outcomes the teacher is looking for in their work.

Teachers use a range of learning and teaching styles, incorporating individual, pair, class and group work into lessons.

In the Foundation Stage, Art and Design forms part of the Early Learning Goal for Creative Development. Children develop their creative and practical skills through topic-based activities that provide excitement and stimulus for young children while still developing their discriminatory, practical and creative skills.

At Key Stage One and Two the National Curriculum for Art and Design is the basis of the Art and Design curriculum. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose. At other times pupils are encouraged to undertake their own projects within a specific area, developing their sense of adventure and creativity in art and design.

## **Curriculum Planning**

This is organised in three stages:

### **Long Term Planning**

This is based on the National Curriculum for Art and Design, which details what is to be taught over the Key Stages and provides the topic basis for planning Art and Design activities for each year group. This is undertaken by the Art and Design coordinator and varies little from year to year, unless there are changes to the National Curriculum. It is monitored regularly and evaluated annually.

### **Medium Term Planning**

This takes the long term plan and organizes the teaching of Art and Design into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

## Short Term Planning

Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of Art and Design to ensure parity in provision and to share expertise.

## Monitoring and assessment

The Art and Design curriculum is monitored on a regular basis by the Art and Design coordinator, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for Art and Design coordinators run by the local authority and other providers.

There is no legal requirement for assessment against the end of key stage levels until the end of each key stage, when the National Curriculum assessments take place.

More important to the school are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

## Additional Educational Needs (AEN)

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation. (See Teaching Guidelines)

However when a child has very specific additional needs, support is provided firstly by the school's internal organizational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often within the classroom, during the lessons. The Local Authority Psychological service (EPS) is called upon to provide guidance on the forms of assistance given by the support workers, and in some cases the EPS provides tutors who visit the school to support pupils with specific learning difficulties such as dyslexia or dyspraxia.

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

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| <b>Headteacher:</b>             | Ms C McLachlan | <b>Date:</b> | January 2017 |
| <b>Chair of Governing Body:</b> | Mr D Lester    | <b>Date:</b> | January 2017 |