

Hornsea Burton and Skipsea Federation Art and Design Policy

Art and Design is hugely popular with children at our school. We have found it; improves self-confidence in our learners; improves communication skills and co-operation skills through enabling pupils to work together and talk about their ideas and work; raises achievement across the curriculum and allows individuals to make personal choices and selections toward making a personal statement.

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 schools use 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 acknowledge the importance of drawing as *systematic development of graphicacy skills and also* providing opportunities for three-dimensional work / sculpture.

We are going to try to promote the effective use of sketching throughout the school (*through regular use to develop ideas, record observations, explore media and evaluate work*).

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

These are the essential characteristics of artists that that we want our pupils to achieve during their time at our school:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.

- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

In accordance with the new National Curriculum for Art and Design, our school will provide opportunities for children in KS1 so that they:

Use experiences and ideas as the inspiration for artwork.

- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

For children in KS2, opportunities will be provided so that they:

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

The school uses the Chris Quigley Essentials Curriculum which is linked to the new National Curriculum as the basis for its core subject teaching. We draw on the relevant Key Skills and cross-curricular themes to plan our units of work.

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 some of our work.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the activities covered in each term during the year. Our Art and Design Coordinator supports teaching colleagues in each class with ensuring that different types of activities are planned for over a two year cycle to ensure breadth and balance is provided.

The medium term overview sheets that we complete for each topic shows the coverage and Key Skills to be worked on during that unit. They identify the key learning objectives to be covered through that topic and art and design opportunities will be identified for each week. The art and design subject coordinator is responsible for keeping and reviewing these plans. As we have mixed-age classes, we do our medium-term planning based on the Key skills relating to national curriculum levels that children are working at over a two year cycle. In this way we ensure that we cover the National Curriculum without repeating topics and ensure that opportunities are planned at each child's current level.

Our medium-term plans are worked on a thematic approach and are aimed to provide cross curricular links where possible. They give details of activities for the term; the learning objectives and the key skills for learning. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The Head teacher along with the Art and Design Coordinator are responsible for reviewing these plans.

The three main learning objects linked to the new curriculum for art and design are

- To develop ideas
- To master techniques
- To take inspiration from the greats

The Art and Design coordinator has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of Art and Design during the Art and Design review cycle.

Class teachers complete a short term plan for each art and design lesson. These list the specific learning objectives for each lesson and detail how the lessons are to be taught as well as key skills, resources, success criteria, differentiation and use of additional adults. The Head teacher keeps copies of these individual plans and they are monitored on a regular basis as part of the school's ongoing self evaluation process.

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 activities, so that there is an increasing challenge for the children as they move up through the school.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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.

The Foundation Stage

We encourage creative work in the Reception/Key Stage 1 class. We relate the creative development of the children to the objectives set out in the NC as well as the FS Curriculum and Development Matters, which underpin the curriculum planning for children aged birth 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.

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.

Teaching art and design to children with special educational needs

At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum in which we aim to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Assessment against the National Curriculum through use of Chris Quigley milestones allows us to consider each child's attainment and progress against expected levels.

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Talented children

Talented children are challenged using appropriate learning objectives and key skills and they are encouraged to enhance their work through preparation of a range of art work (eg at Hornsea Burton for the Geoff Bell Trophy, Tonks Trophy and Tate Trophy).

Hornsea Burton School has effective links with the Hornsea Arts Society and other visiting artists and they visit the school to work with the children or judge their work before display in various local venues.

Roles and responsibilities

The Head will

- Set high expectations and monitor teaching and progress
- Determine ways in which art and design can support, enrich and extend the curriculum
- Ensure a whole school approach, keeping parents, governors and support staff well informed.
- Support the art and design co-ordinator and other teachers

The Governors will

- Be well informed through the leadership of the Headteacher and the art and design coordinator
- Support the staff in implementing the school's policy for art and design
- Help monitor and review progress on the art and design action plan

The Art and Design co-ordinator will

- Support colleagues in planning, teaching and assessment
- Provide expertise and advice on the use of resources
- Write, monitor and review progress on the art and design action plan
- Will act as a point of contact between the school and appropriate outside visitors.
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Coordinate the evaluation and review of the school's art and design policy
- Manage the provision and deployment of resources

Teachers will

- Use the Chris Quigley Essentials Curriculum (which is linked to the new National Curriculum) to aid short term planning
- Share clear learning objectives and success criteria with the children
- Use a range of teaching styles
- Plan activities that allow for different levels of achievement by pupils
- Use the learning outcomes at the end of each unit as an aid to record and monitor pupil progress.
- Record pupil progress on end of year assessment grids to show their current level.
- Inform Parents/Carers of their child's progress through annual reports

Support staff will

- Be included in staff training for art and design where appropriate
- Have a clear understanding of the art and design skills to be developed
- Share the learning objectives and success criteria for the lesson and know the key vocabulary to be developed

Parents will

- Be encouraged to develop positive attitudes to art and design
- Be given opportunities to view pupils work
- Be informed of their child's progress through annual reports

Assessment 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 the learning objectives for their lessons.

At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment/Chris Quigley milestones, and records these attainment grades on the end of year assessment sheets.

At the end of a year we make a judgement against the learning objectives and key skills on levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work for each child. 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. We pass this information on to the next teacher at the end of each year.

The art and design subject coordinator may keep samples of the children's work in a portfolio. Staff may display in their own classroom examples of work from their class.

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 main store.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will explain the reasons for safety measures and discuss any implications with the children. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use, when taking part in art activities.

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 Head teacher and the Art and Design Coordinator. The work of the Coordinator 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 coordinator has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of art and design during the art and design review cycle.

The Art and Design Coordinator, following school self-evaluation procedures, gives the head teacher feedback on the quality of learning and teaching in the subject and s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement to be included in the next action plan.

This policy has been reviewed July 2016 and no changes were needed. It will be reviewed at least every 2 years.