



Through wisdom, compassion and endurance, we endeavour to make the best decisions possible for our children

ART & DESIGN POLICY

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Art and Design

Vision for Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Aims

- 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
- To encourage a sense of achievement

Objectives

- Produce creative work
- Explore their own ideas and record their experiences
- Become proficient in drawing, painting and sculpting
- Become proficient at general art, craft and design techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft, makers and designers
- Understand historical and cultural developments of art forms

Spiritual, Moral, Social and Cultural Development

Children will be given opportunities within art to explore and have a sense of enjoyment and fascination when learning about themselves, others and the world around them. Groupings allow children to work together and give them a chance to discuss their ideas and feelings. 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 will have the opportunity to become reflective on their own experiences and give constructive feedback to their peers. They will have the opportunity to develop a range of social skills to work in different contexts including those from different religions, ethnic and socio-economic backgrounds. Throughout art children will be given opportunities to learn about, experience and work where possible with local artists from a range of different cultures and backgrounds in their preparation for life in modern Britain.

Teaching and Learning Strategies

The children are given opportunities to experience different approaches to art, craft and design. Teaching and learning involves working individually or collaboratively. 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 work of individual children or small groups.

Early Years

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

Key Stage 1 & 2

Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

Equal Opportunities

Teaching approaches that provide equality of opportunity should ensure that boys and girls are able to participate in the same curriculum. It also considers the interests and concerns of boys and girls by using a range of activities and contexts for work and allow a variety of interpretations and outcomes. Gender stereotyping is avoided when organising pupils into groups, assigning them to activities or arranging access to equipment. Teaching also takes account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of types of equipment. It enables the fullest possible participation of pupils with disabilities or medical needs, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

Inclusion

We are committed to giving our children every opportunity to achieve the highest of standards regardless of their age, gender, ethnicity, attainment or background. Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school (see Inclusion Policy). The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Assessment

Teachers should:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Employ a range of assessment strategies to monitor pupils' progress and attainment.
- Use questioning extensively to probe and extend understanding.
- Provide supportive and constructive feedback to all pupils.
- Support pupils in assessing their own work and in identifying targets for improvement.

LOTC

- Wherever possible, the staff incorporate learning outside the classroom into their daily curriculum. Across all classes the staff are supported and encouraged to take learning beyond the four internal walls. (See LOTC Policy)

Health and Safety

Children are taught to use materials, tools and techniques safely and in accordance with the county requirements and the school's health and safety policy.

Monitoring and Evaluation

The Headteacher is responsible for monitoring and evaluation. Lesson observations take place to monitor quality of teaching. Discussions take place between the head and the rest of the staff in whole staff meetings. The Headteacher assesses the effectiveness of the Policy and Scheme of Work, adapting, improving and advising as appropriate to maintain a high quality of teaching and effective learning.