



## **Aims, Objectives and Vision for Art & Design**

At Annie Lennard we value learning and teaching Art & Design because it can stimulate creativity and promote imagination as well as providing a stimulating learning environment where pupils' work is celebrated; it can also provide pupils with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.

Art & Design provides visual, tactile and sensory experiences that are important to help all pupils gain an insight into the world around them. It can also give pupils confidence and a chance to produce something without failure, something that is personal to them.

Art & Design can enrich all other areas of the curriculum by adding a practical approach to learning. Pupils become aesthetically aware of their surroundings and can be involved in how they look. They learn how art has influenced the way in which people live, how it communicates different periods of history and is a means of learning about different cultures.

At Annie Lennard School (ALS) all pupils will be entitled to experiences in Art & Design, which are:

- Inspiring, rich, varied and enjoyable.
- Challenge them to their full potential.
- Offer learning experiences of the highest standard possible; irrespective of gender, ethnic background, age or disability.

The Art & Design curriculum is designed to provide experiences which cover the full range of individual strengths and abilities through the widest possible range of activities.

## **Roles and Responsibilities**

### **The Art & Design Lead will:**

- Maintain the Art & Design resources in the central resource base. Orders will be placed where needed for materials and media required to teach the subject.
- Manage the use of the allocated Art & Design budget with guidance from the Business Manager, SMT and Administrative staff.
- When placing orders, ensure that any orders take into account 'value for money' principles.
- Monitor the progress of pupils within the Art & Design curriculum on a termly basis by using Target Tracker.
- Present reports to the SMT and Governing Body when requested to.
- Support staff with planning, delivery and understanding of the Art & Design curriculum.
- Deliver continuing professional development (CPD) for staff with regards to Art & Design.
- Promote the importance of teaching Art & Design at ALS and following the National Curriculum.
- Continue to develop their own CPD for Art & Design.
- Monitor and review the effectiveness of the Art & Design Programme being delivered at ALS.

### **Staff will:**

- Promote a confident, positive attitude towards the learning and use of art making it an enjoyable experience;
- Enable the pupils to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- Develop their ability by using a range of materials, tools, and techniques within Art & Design lessons.
- Ensure all materials and equipment are treated correctly and safely at all times in order to maintain an effective supply for all pupils to access.
- Report any damaged or depleted stock or materials to the Art & Design Lead.
- Foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- Increase the pupils' knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods
- Help them gain a critical awareness of Art's place within different periods and cultures.
- Follow the National Curriculum for Art and Design. (See Appendix 1)

### **Pupils will have the opportunity:**

- To develop an enjoyment of creative art and see themselves as artists.
- To be able to express their own ideas through art and give meaning to the world around them.
- To be able to use a range of materials, tools and techniques at a comfortable level for them.
- To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- To develop an awareness of how Art & Design relates to other areas and the influence it has upon the world in which we live.

### **The SMT and Governors:**

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, they should also make sure that:

- All pupils make progress in achieving the expected educational outcomes in regard to Art & Design;
- Art & Design is well led, effectively managed and well planned;
- The quality of Art & Design provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The SMT will support the Art & Design Lead to ensure that all staff are aware of the school policy, and that they work within this framework. The SMT, along with the subject Lead, will monitor this policy on a regular basis.

### **Parents and Carers are expected:**

- To be understanding and supportive of our aims in learning and teaching Art & Design.
- To support the pupils with any Art & Design that they may undertake at home.
- To help develop a child's talent for Art & Design where necessary and value it as a subject.
- To encourage and praise their child's effort with Art & Design.

## **Implementation of the Art & Design Curriculum**

### **Early Years Foundation Stage**

- Art & Design is an aspect of the 'Expressive Arts & Design' and 'Understanding the World' elements of the Early Years Foundation Stage statutory framework. (See Appendix 2)
- Designing and making is one of the aspects of 'Understanding the World.'
- Pupils will have regular teacher led art based activities where skills are demonstrated and taught.
- Pupils will have frequent opportunities to practise and develop their art skills and explore techniques during child initiated and teacher directed activities.

### **Key Stages 1 and 2**

- Pupils have timetabled lessons and follow the National Curriculum (See Appendix 1) targets within topic style work and/or stand-alone key skills lessons. These timetabled lesson may be in the form of small lessons or, where it lends itself, longer whole 1-2 day projects. This is to enable pupils to see a process from beginning to end when producing a specific piece of work or completing a given art project.
- Art & Design lessons may link to other topics but this is not a necessity. It is perfectly acceptable for Art & Design lessons to be independent of other areas. Where possible and appropriate, links to other subjects should be made.
- Pupils are given a wide range of experiences and access to use of different materials, tools and processes. With these they are encouraged to develop their own Artistic creations.
- A range of different styles and techniques are shown which cover the key elements of colour, tone, line, shape, form and space, texture and pattern.
- Pupils are given opportunities to look at the work of famous artists and to recreate these works and interpret in their own way.
- Pupils are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, painting, drawing, printing, collage, clay etc.
- Pupils are able to use their observation skills as part of their learning, completing a wide range of drawing, sculpture and painting activities.
- There is clear progression of Art throughout the school.
- Although it is not a requirement for KS1 pupils to use a sketch book, we feel it is an important way to collect and develop ideas and demonstrate skills progression. It is for this reason that all pupils, from Year 1, will record work in a sketch book which will follow them through the key stages.

### **Basic skills**

- Pupils are given ample opportunities during their time at ALS to develop the skills necessary to enhance their art. They are taught the basics of using brushes, pencils and clay, etc. They are taught the language of art and different ways of using the same equipment. E.g. Which way to use their paper to the greatest effect, how to hold their brush to get the best results.
- Pupils in each key stage are able to consolidate their learning from previous key stages by practising and using the techniques that they were shown.

## **Teaching and Learning Styles**

Teaching and learning styles will differ depending on the lesson and will address the individual needs of the pupils. At ALS we utilise many learning and teaching styles. Pupils should be given opportunities to experience different approaches to Art including those that involve working individually, in small groups and as a whole class.

## **Inclusion and Differentiation (also- see SEND policy)**

We teach Art to all pupils, in accordance with the school curriculum policy of providing a broad and balanced education to all pupils. Teachers provide learning opportunities matched to the needs of all pupils (including those with Special Educational Needs).

Inclusive practice in Art should enable all pupils to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## **Resources**

Art resources will be stored in classrooms or in the central resource area in the hall. Resources will be ordered via the Art Coordinator.

It is important that all materials and equipment are handled in an appropriate manner in order to maintain their quality. Any damaged equipment must be reported to the Art & Design Lead in order to replace or repair it. Any resource which becomes depleted must also be reported to the Art & Design Lead in order to replenish.

An annual audit of resources will be carried out to identify current stock and equipment available for teaching purposes.

Various websites are subscribed to by the school which can be accessed by all staff to aid the planning and delivery of quality effective art & design lessons.

## **Assessment and recording**

Assessment should be linked to planning at all times. Teachers will record pupil's progress, every half term, on Target Tracker by recording the sublevel they have achieved. (At present we do not use the year group targets on Target Tracker as they are not specific to our Scheme of Work but staff will consider the skills objectives in the progression document to support their judgements.)

Data will be monitored at the end of each term by the Art & Design Lead to track pupil progress against the National Curriculum requirements.

## **Monitoring and review**

Monitoring will take place in the routine of the whole school agenda. Staff meetings will be allocated across the academic year for staff training, upskilling and work trawls to ensure the curriculum's effectiveness, moderate pupils' work and to identify any training needs which need to be put in place.

The Head teacher, Senior Management Team and Art & Design Lead will monitor the effectiveness of this policy on a regular basis.

The Head teacher and Art & Design Lead will report to the governing body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

# **Art and design programmes of study: key stages 1 and 2**

## **National curriculum in England**

### **Purpose of study**

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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Aims for the Art Curriculum in KS1 and KS2**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject content**

#### **Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### **Key stage 2**



Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

## Appendix 2

### **Learning Requirements – Statutory Framework for the early years foundation stage (April 2017)**

#### Understanding the world

##### People and communities:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

##### The world:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

##### Technology:

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

#### Expressive arts and design

##### Exploring and using media and materials:

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

##### Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.