

Art and Design Policy

1 Aims and objectives

1.1 “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.” National Curriculum 2014.

1.2 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.

1.3 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.

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

2 Skills and Attitudes

2.1 Art, craft and design allows children to develop a variety of techniques to express themselves freely and by so doing increase their sense of achievement and self worth. Children develop critical appreciation skills whilst being encouraged to view cultural and individual differences in a positive way. Art, craft and design

allows pupils to develop skills in communication through exploring and recording ideas, discussing and evaluating their own and each other's work. Art, craft and design allows pupils to develop skills in ICT through developing and recording ideas.

3 Teaching and Learning

3.1 We use a variety of teaching and learning styles in Art and Design lessons. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Teachers may draw attention to good examples of individual work 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. Children also have the opportunity to use a wide range of materials and resources, including Computing. The teaching and learning processes should enable pupils to develop skills of asking questions, examining sources of evidence and understanding their own investigations.

3.2 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.

More detail about teaching and learning strategies is contained in the Learning Policy and Guidance.

4 Curriculum planning

4.1 Art and Design is a foundation subject in the National Curriculum. At Ruislip Gardens Primary School we use a skills based scheme of work which ensures progression whilst enabling creative cross-curricular links. Our medium-term plans, give details of skills taught each term in relation to cross curricular planning.

4.2 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.

5 Sketchbooks

5.1 Children will be encouraged to develop the habit of using their sketchbooks for:

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,
- working out ideas, plans and designs,
- reference – as they develop ideas for their work
- looking back at and reflecting on their work, reviewing and identifying their progress.
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Sketchbooks will move through the school as the children progress from one year to another, and across key stages.

6 EYFS

6.1 We ensure an emphasis on creative work in the nursery and reception classes as this is part of the Foundation Stage curriculum. We relate the creative development of the children to the objectives set out in **the Early Learning Goals, which** underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. **6.2** 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.

7 Promoting SMSC

7.1 Through the Art curriculum taught in our school, children will have opportunities for:

- Spiritual development through exploring ideas, feelings and meanings and to make sense of them in a personal way in their own creative work, and to make connections with others, as represented in works of art, craft and design.
- Moral developments through helping pupils identify and discuss how artists, craftspeople and designers represent moral issues in their work.
- Social development through helping pupils to learn to value different ideas and contributions and develop respect for the ideas and opinions of others, and to work on collaborative projects.
- Cultural development through helping pupils to recognise how images and artefacts can have an influence on the way people think and feel, and to understand the ideas, beliefs and values behind their making.

8 Record keeping and Assessment

8.1 As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers keep records of work carried out by pupils and pupils have records of their work in their sketchbooks. Photographs are a useful tool to keep as a reminder of pupils achievements.

8.2 Progress against the key skills are assessed using assessment grids at the end of each unit. Children have the opportunity to self assess and peer assess by identifying strengths, weaknesses and how they could improve. Teachers will indicate the **child's attainment** for those skills on this assessment grid.

8.3 Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum and against the progression of skills, by determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

8.4 Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings

9 Monitoring

9.1 The Art and Design subject leader is responsible for keeping an overview of the standard of children's work, the quality of teaching and ensuring continuity of experience as the child progresses through the school. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school. They also ensure that a comprehensive range of resources and materials, are available and located in a central store for the use of all staff and order new or replacement items when appropriate. The Art and Design subject leader is responsible

for making a contribution to the school's School Improvement and Plan (SIP), indicating priorities for the future and areas for improvement.

9.2 Art will be monitored and evaluated through the use of:

- Medium term plans.
- Formal and informal discussions with teachers and pupils.
- Regular reviewing of curriculum and resources.
- Displays and sketch books.
- Assessment grids
- Classroom observations and photographic evidence.

10 Display and presentation

10.1 Teachers will ensure that the classrooms and the school as a whole is a visually stimulating environment which will motivate pupils in their work. Displays will include a wide range of subjects, techniques and materials in order to create stimulus and there is an agreed procedure for mounting and displaying work.

11 Equal Opportunities: Inclusion and G & T

11.1 At Ruislip Gardens Primary School we aim to provide effective learning opportunities for all pupils in this curriculum area. Every child should have the opportunity to experience success in learning and achieve as high a standard as possible, whilst recognising the pupil's learning needs.

11.2 The art curriculum is available to all children regardless of gender and cultural background. A wide variety of art is used from different cultural traditions. These are used to support and give examples of different artistic styles and techniques.

11.3 We welcome art from different religious traditions in order to further understanding, both of the religions themselves and the importance of art in various aspects of life.

11.4 Children with educational needs will have the same access to art, craft and design. It may be necessary to adjust and differentiate the art curriculum for those with specific difficulties. It is, however, our belief that these children often experience success and satisfaction through art activities.

11.5 Art is a means of communication, not bound by written and spoken language, and enables pupils with special needs of all kinds to develop a capacity for self-expression.

12 Healthy and Safety

12.1 At all times, children will be taught how to care for and handle equipment and media safely, with respect and in line with the Subject Risk Assessments.

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

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk

12.3 Staff should be aware of the County guidance on Health and Safety, Manufacturer's advice on the products they use and other information as circulated.