



'What we learn with pleasure we never forget'

# **ART & DESIGN POLICY**

**Date Written: October 2017**

**Date of Review: October 2020**

**Headteacher**.....

**Date**.....

**Chair of Governors**.....

**Date**.....

## **Carlton Colville Primary School Art and Design Policy**

Art is a unique form of creative experience which cannot be imitated in any other way. It is not only non-verbal, it is pre-verbal and since all human beings – unless suffering from some forms of handicap – gain a larger proportion of their experience and understanding through sight and touch, it is very much a part of our educational grounding and potential.

Art experience is deeply imbedded in the realm of life skills for all children, not only the gifted or less able. Joyful response, the ability and confidence to create, bring practical and theoretical skills to bear on a variety of problems, to access the potential of ideas, tools and materials, will have consequences far beyond the discipline itself. Confidence in the value of intuitive as well as logical modes of thinking, supported by practical experience in developing and refining ideas, will spill over into many parts of children's lives and stand them in good stead as adults. The importance of visual creativity in the modern age cannot be overstated. Our children develop an appreciation of and enjoyment in art and design enabling them as adults and consumers to have a critical understanding of its role in the cultural and creative industries that will shape their modern lives.

### **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 on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The objectives 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 school uses 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. 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 or 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 to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and 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 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;
- ensure that boys and girls are able to participate in the same curriculum;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

## **Art and design curriculum planning**

Art and design is a foundation subject in the National Curriculum. At Carlton Colville Primary School we use the Chris Quigley scheme of work as the basis for our curriculum planning in art and design.

We carry out the curriculum planning in art and design across the 3 milestone phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our subject leader devises this plan in conjunction with teaching colleagues in each year group.

The medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work and methods. The subject leader keeps the main copy of the plans for each year group and is responsible for reviewing them.

Class teachers each have a copy of Chris Quigley scheme for their milestone. These list the specific learning objectives and outcomes and allow the teachers to implement their lessons building on the relevant topic they are teaching. The subject leader and teachers meet and discuss lessons on an informal basis.

The activities in art and design are designed so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so

that there is an increasing challenge and expectation for the children as they move up through the school.

### **The Early Years Foundation Stage**

We encourage creative work in the reception class, as this is part of the Early Years Foundation Stage of the National Curriculum. We relate the children's creative development 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. 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 are engaged in a wide range of activities, and their responses involve 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.

### **Contribution of art and design to teaching in other curriculum areas**

#### **English**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. This evaluation of their own and others work is an important part of the art scheme.

#### **Mathematics**

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

#### **Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

#### **Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children; through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate 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 also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

### **Art and design and ICT**

Information and Communication Technology enhances our teaching of art and design, wherever appropriate and available, in all key stages. 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, scanners, digital microscopes and digitising tablets. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

### **Art and design and inclusion**

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.

We also aim to let children experience art through external agencies i.e. visiting artistes, craftsmen and workshops, to enhance their knowledge and understanding of the world.

### **Assessment for learning**

We assess the children's work in art and design while 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 we make a judgement using Chris Quigley Educational key indicators. The teacher records the depth of learning that each child has reached [basic, advancing and deep], and then uses this information to plan future work. 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.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

The art and design subject leader monitors evidence of the children's work in the main subject file and in Year group portfolios. These will demonstrate the expected level of achievement in each year of the school. Teachers meet to review evidence of children's work.

### **Resources**

We have a wide range of resources to support the teaching of art and design across the school. All classrooms have a range of basic resources, but the more specialised resources are kept in the Art/Design Store cupboard which is accessible to children only under adult supervision.

### **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 subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school. The subject leader creates an action plan annually which addresses areas for development identified through monitoring.

This policy will be reviewed at least every three years.