



Signed by Chair of Governors .....

Date approved by Governors .....December 2016.....

Review Date ..... December 2020.....

## **Trowse Primary School**

### **Art and Design Policy**

#### **Aims and objectives**

Art and design 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. They explore ideas through the work of artists and designers. Through learning about the roles of art, they explore the impact it has had on contemporary life and that of different times and cultures.

The aims of art and design are:

- to enable children 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 awareness of art and design in different times and cultures;
- to develop increasing confidence in the use of materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists.

#### **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 in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Children work on their own and collaborate with others on projects in two and three dimensions. Children also use a wide range of resources, including ICT.

We recognise 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 needs 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**

Art and design is a foundation subject in the National Curriculum and it is this document that teachers refer to when planning. 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 themes covered in each term during the key stage and the progression of skills. Our medium-term plans, which are more often than not, linked to the class topic, give details of each unit of work for each term. The art and design subject leader is responsible for keeping and reviewing these plans.

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

## **The Foundation Stage**

We encourage creative work in the reception class as this is part of the Early Years Foundation Stage, set out in the Statutory Framework for Early Years Foundation Stage (March 2012), and supported by the age related outcomes in 'Development Matters (2012)' which underpin the curriculum planning for children aged three to five. The specific area *Expressive arts and design* involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

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

### 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 co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults and develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

## **Teaching Art to children with special needs**

We teach art to all children, whatever their ability. Art also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art takes into account the targets set for individual children in their Individual Education Plans (IEPs). Reasonable adjustments are made where pupils have disabilities, and we are proactive in making changes to allow access to the curriculum for all.

## **Health and safety**

The general teaching requirement for health and safety applies in this subject. Higher risk activities will be closely supervised with small groups. We teach children how to follow proper procedures for how to use equipment such as craft knives, certain types of paint and a hot batik kettle.

## **Assessment & recording**

Teachers assess children's learning in art as they observe them during lessons as well as assessing any work produced. They informally note the progress that children make by assessing against the learning objectives for their lesson. Teachers then use these assessments that they record to plan the future

work of each child and to make an annual assessment of progress for each child, as part of the report to parents. Each teacher passes this report on to the next teacher at the end of each year.

### **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 art and design store. This room is accessible to children only under adult supervision. A copy of this Art and Design policy, plus long and medium term plans are kept in the subject leader's folder.

### **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 art and design subject leader. The work of the subject leader also involves supporting colleagues and providing a strategic lead and direction for the subject in the school.