

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



Art and Design Policy January 2018

Review: January 2019

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Ethos Statement

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

Rationale

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences to provide 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The implementation of this policy is monitored by the Art and Design leader, Tracey Tee.

Aims of Art and Design

The aims 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.

The statutory requirements of the National Curriculum for Art and Design state that during 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.

During 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.

Curriculum Overview and Implementation

In Key Stages 1 and 2, the time allocated to the teaching of art and design is flexible as children are taught through a mixture of discrete subject teaching and a thematic approach. Some topics have a strong focus on art and design whilst others are more focussed on subjects such as History or English. Therefore although the time allocation is varied planning ensures adequate coverage of the National Curriculum programme of study. (See long term and medium term planning).

Teachers will plan cooperatively within key stages and map the art skills to topics and themes where they fit well and add context to the children's learning. Staff will plan the coverage of skills in a variety of ways in order to allow for teacher individuality whilst still fulfilling National Curriculum requirements.

Curriculum Time

A weekly time allocation of between 45 minutes and 1 hour for Key Stage 1 and 1 hour for Key Stage 2. This time may be blocked to sustain an activity over a 2 hr session. On other occasions a whole day may be a more appropriate way to deliver a particular set of sessions from the units outlined in the scheme of work.

Leadership and Management

The subject leader for art is responsible for development of art across the school. They will oversee the development of policy and practice within the school by

monitoring of coverage and development of key skills required by staff to enhance a Guston pupil's experience of Art and Design. The subject leader will monitor termly planning. The subject leader takes responsibility for observing art work produced throughout the school and recording examples of work through photographs to build a portfolio of Art and Design representative of the pupil's experience. They will have responsibility for ordering of resources and management of the art budget. They will try to develop cross-curricular art links through the joint planning of lessons with other subject and Key Stage leaders.

Inclusion

This policy should be read in conjunction with Our Equal Opportunities Policy. In providing effective learning opportunities for all pupils and in overcoming any potential barriers to learning in art and design some pupils may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent.
- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first hand experience and to allow pupils to explore an idea or theme.
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials.
- Help to manage particular types of materials to which they may be allergic.

Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community. Care is taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

Continuity and Progression

The key objectives for skills and knowledge are progressively built upon through each of the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles and 3D. The subject leader will monitor the breadth and depth of coverage with the key stage leader to ensure progression and continuity of learning in art and design for pupils transferring from class to class and school to school. This will be monitored through work scrutiny, lesson observation and planning meetings.

The Foundation Stage

We encourage creative work in the reception class and 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. The range of experience encourages children to make connections

between one area of learning and another and so extends their understanding.

Assessment

How do we assess art and design?

- The progress of all pupils is assessed against the new National Curriculum assessment criteria.
- At the end of each even term pupils' progress is judged against age related targets and tracked within the school tracking system.
- The subject leader has an over view of the entire school and carries out appropriate analysis.

The expectations detailed at the end of each unit provide broad descriptions of achievement within each unit and these relate to the Target Tracker statements in the School's assessment system. Whilst annotated work is not desirable and indeed subjective in much art work, Teachers will assess three times yearly whether children are working at an age appropriate level and differentiate their work accordingly to meet the needs of all children and ensure sufficient challenge.

Effective teachers employ a range of assessment strategies in order to monitor pupils' progress and attainment. Questioning is used extensively to probe and extend understanding. Supportive and constructive feedback is provided to all pupils. A portfolio of Art will be developed through sketch books and Art folders that demonstrate the progression throughout their time at Guston. All pieces therein will be dated. These form the evidence for monitoring coverage and progression throughout the school.

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, 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.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should 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 risks

Resources

The art and design subject leader is responsible for ensuring the provision and effective use of resources necessary for high quality delivery of the art and design curriculum. The budget will be overseen by the subject leader and priorities identified to the Senior Leadership Team.

Resources are kept centrally and updated on a regular basis.

References

In supporting and developing the approaches outlined in the policy teachers should reference the following:

- The National Curriculum for Art and Design Key Stages 1-2
- The target Tracker statements for Art and Design
- <https://www.gov.uk/government/publications/a-whole-school-approach-to-art-craft-and-design> OFSTED evidence of best practice in Art and Design

Written by Tracey Tee, January 2018