



Art and Design Policy

October 2015

Policy on Art and Design

1 Aims and objectives

- 1.1 Art and design at Claregate 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 become creative thinkers by communicating 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 our lives.
- 1.2 Our objectives in the teaching 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 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;
 - to develop the cross-curricular use of art and design in all subjects.
- 1.3 Through Art we endeavour to foster the following qualities: excitement, curiosity, perseverance, open-mindedness, self-discipline, sensitivity to others, independence, adaptability, co-operation, and care for living things, in addition to 'Habits of Mind'.

2 Teaching and learning style

- 2.1 Claregate 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 Information and Communication Technology (ICT).
- 2.2 Art and Design is taught in class groups throughout Claregate. 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;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups;
- providing specialist support where individual children have particular gifts or talents.

3 Art and design curriculum planning

- 3.1 Art and design is a foundation subject in the National Curriculum. Claregate uses the national scheme of work as the basis for our curriculum planning in art and design. We have adapted the national scheme to our particular circumstances in that we use the local environment as the starting point for some aspects of our work.
- 3.2 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. Our subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 Our medium-term plans, which we have adopted from the Qualifications and Curriculum Authority (QCA) national scheme, give details of each unit of work for each term. They also identify opportunities to extend thinking skills and higher order thinking. These plans identify learning objectives and outcomes for each unit and ensure an appropriate balance and distribution of work across each term. The Deputy Head and Assistant Head are responsible for monitoring and reviewing these plans.
- 3.4 Class teachers complete a weekly plan for each art and design lesson. These list the specific learning objectives and expected outcomes, and give details of how the objectives will be taught, details of group learning (differentiation) and how success will be measured. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5 We plan the activities in art and design 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 for the children as they move up through the school.

4 The Foundation Stage

- 4.1 At Claregate we encourage creative work in the reception class, as this is part of the 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.
- 4.2 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, both indoor and outdoor, aim to attract the child's curiosity and interest.

5 Contribution of art and design to teaching in other curriculum areas

5.1 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. Many cross curricular links are made to deepen understanding in both subjects. Research and investigation encourages skills in reading and writing and evaluations at the end of each project provides an opportunity for extended writing. Children are required to articulate ideas, describe and

explain processes and clarify their design ideas. 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. Extended writing opportunities are identified on medium-term plans encouraging children to use their written language skills e.g informative and evaluative writing.

5.2 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. They will use estimating and measurement skills in model making, proportion skills in drawing, painting and sculpture, Pattern and number skills in textiles, as well as using their mathematical knowledge in researching, planning, designing and making in all aspects of each unit.

5.3 Personal, social and health education (PSHE) and citizenship

Art and design at Claregate contributes greatly to the teaching of personal, social and health education and citizenship .Children are encouraged to explore the many different concepts and ideas expressed through art. They reflect upon their own views and then try to express these feelings in their own work. The children discuss how they feel about their own and others work, and the methods and approaches used. They have the opportunity to meet and talk with artists and other talented adults during their work.

5.4 Spiritual, moral, social and cultural development

Through the teaching of Art and design children develop an understanding of different times and cultures. They study the life and work of famous artists, designers and craftspeople and consider the meaning and intentions of their work. They also study the context in which the work was made, reflecting on the varied characteristics of different historical, social and cultural settings. Children are asked to reflect on their own ideas and express themselves through art.

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.

6 Art and design and ICT

6.1 ICT enhances our teaching of art and design, wherever appropriate, 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.

7 Special Educational Needs

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teachers use a range of strategies to meet children's special educational needs to enable them to:

- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8 Art and design and inclusion

- 8.1 At Claregate 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 as outlined in Every Child Matters. 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. We take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs, Disability Discrimination, Gifted and Talented, English as an Additional Language (EAL).
- 8.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation of tasks – so that action can be taken to improve learning. Assessment against these allows us to consider each child’s attainment and progress against expected levels.
- 8.3 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils. For further information see separate Health and Safety policy, Risk assessment policy and/or Off site visits information policy.

9 Assessment for learning

- 9.1 We assess the children’s work in art and design while observing them working during lessons. Verbal feedback and developmental marking (see separate marking policies for KS1 and KS2) help guide children’s progress. 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 against the National Curriculum levels of attainment. The teacher records the level that each child has reached, 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 and carers. We pass this information on to the next teacher at the end of each year.
- 9.2 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.
- 9.3 The art and design subject leader keeps evidence of the children’s work in a portfolio. This demonstrates the expected level of achievement in art and design in each year of the school. Teachers meet regularly to review individual evidence of children’s work against the national exemplification material produced by the QCA and the DCSF.

10 Resources

- 10.1 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.

11 Health and Safety

- 11.1 The general teaching requirement for health and safety applies to all subjects. (Further detailed information can be accessed in: ***Health and Safety for Art and Design in Schools and similar establishments – Code of Practice, BS 4163:2007***, www.data.org.uk)
- 11.2 At Claregate we understand the requirements of having risk assessments in place for certain activities. These will be reviewed prior to any activities commencing. Copies of these are given to the subject co-ordinator and are added to the appendices.
- 10.3 At Claregate we encourage children to consider their own safety and the safety of others at all times. Children should be given clear instruction on the use of all equipment and a material before work begins. Children should be taught to respect the equipment they are using and to keep it stored safely while not in use. Children should be well supervised for all tasks and should be taught to recognise hazards and risks and to take action to control these risks. (See appendix 1 for recommendations of how specific tools and materials can be used safely)
- 11.2 Tools such as craft knives, glue guns or drills that may present a safety hazard need to be secured in the locked Art and Design cupboard when not in use.
- 11.3 Tools need to be appropriate for the task, age and ability of individual children.
- 11.4 If resources become broken during use, they should be removed by the class teacher and this should be reported to Art and Design leader as soon as possible.

12 Extra-Curricular Activities

- 12.1 Claregate holds an Art week, where the whole school focuses on one painting across the curriculum. This can be the painting outlined by the **Take One Picture** competition held by The national Gallery or another painting deemed more suitable. Planning for all curriculum areas is submitted to The Art and Design leader. There is also a weekly craft club at the end of the school day. This is supervised by a member of the teaching staff and support may be provided by a CRB checked adult..

13 Monitoring and review

- 13.1 The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
 - Manages and orders resources throughout school.
- 13.2 The quality of teaching and learning in art and design is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

Subject Leader: Mrs Whittaker

Appendix 1

Recommendations for use of tools and resources.

Glues:

Pritt-Sticks: These may be used by children as soon as they are competent not to get any in their eyes, mouth etc...

PVA: As above in addition to some training and then general supervision.

Wood Adhesive: This should only be used by the teacher or under direct supervision.

Papier Mache paste: This glue may be used after training and then under general supervision.

Glue Guns: Only low temperature glue guns should be used. They should be used by the teacher only until years 5 and 6, where they may be used by the child under close supervision of an adult. (Children should experience a variety of ways of joining materials other than a glue gun. However a glue gun is very useful for joining wood and certain plastics.)

Knives: While the use of scissors is preferable, children may be required to use craft knives for their Art and Design work. They should only be used by older children (years 5 and 6) and can be used with a protective mat, once they have learnt the rules, techniques and skills for cutting. They should be closely supervised while working with a knife.

Paints: Children should use water based paints only. These may be used under general supervision.

Scissors:

Paper cutters: These should be used by the youngest pupils until they have the motor coordination to use scissors.

Blunt ended scissors: These may be used as soon as the children can actually handle them under general supervision.

Sharp ended scissors: These may be used under general supervision once the children can be relied upon to use the correct techniques. (Usually upper KS2)

Left handed scissors: While most children are right handed, left handed scissors and snips should be made available for left handed children.

Needles and Pins: These may be used under general supervision once the children have been trained in their use.

Staplers: Mini staplers may be used by children under general supervision. Heavy duty staplers may be used under close supervision until the children are competent. Electric staplers are never to be used in the classroom. Staple guns are only to be used by trained adults.

Appendix 2

Risk Assessments

See detailed information within the schools Health and Safety policy.

'risk Assessment steps' (Also available at <http://www.hse.gov.uk/pubns/indg163.pdf>)