



Art and Design Policy

Policy Statement

Teaching and learning are the fundamental work of our school. This policy sets out how we teach children art and design and encourage life long appreciation and enjoyment of the visual arts.

The school policy for Art and Design was compiled by the Arts Subject Leader, in consultation with the whole teaching staff. This policy was agreed and adopted in May 2012.

Aims

- *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.

Entitlement and Inclusion

Our school aims to be responsive to all aspects of diversity and to increase the involvement and participation of all pupils within the school and its community. 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 (also detailed in the teaching and learning policy):

- *setting common tasks that are open-ended and can have a variety of Responses (including TASC);
- *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.

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. We do this best through a mixture of whole-class teaching and individual/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 say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Implementation and Planning

*Art and design is a foundation subject in the National Curriculum and forms our school's long term plan.

*Ofsted Criteria is used as a general guideline for lesson planning.

*Teachers plan using age related expectations and outcomes, within subjects, as their starting point.

*Key Stages plan in Teams to ensure a broad and balanced coverage of the curriculum taking into consideration the needs, attainment and interests of the pupils, so that all children are able to enjoy and achieve as well as to share expertise and experience.

*Short term planning is directly related to assessment for Learning. Teachers continually reflect upon learning and revise plans as required.

*Art may be taught in a cross-curricular way. However, if some techniques have not been taught, these should be taught separately.

Assessment, Recording and Reporting

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the year we make a judgement against the National Curriculum levels of attainment. This information

is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Children are provided with regular opportunities for self and peer assessment, against agreed success criteria, in art as in all subjects across the curriculum. This engages pupils in becoming self-critical and independent.

Monitoring

The Head teacher, Senior Leadership Team and Subject Leaders monitor all areas of the curriculum in line with the school's Monitoring and Evaluation Policy through:

- *Direct observation of teaching
- *Work scrutiny
- *Analysis of assessment

Resources

General resources are stored centrally in the art cupboard. Children are not allowed in this cupboard for health and safety reasons, staff members are responsible for returning items appropriately and informing the Art Leader if items are broken, lost or have been used up, for re-ordering.

Teachers requiring specific resources are responsible for ordering these themselves.

Review

The Senior Leadership Team will review this policy annually. Any suggested amendments will be discussed with the staff and will be presented to Governors when appropriate.