

Woolenwick Junior School Art and Design Policy V1

Policy Name	Art and Design
Created by	school
Responsibility of	School Improvement
Reviewed by	MK
This Review Date	May 2016
Next Review Due	2019
Cycle	3 years
Approved Governor by delegated powers	Laurie Chester May 2016
Policy will be published	Website

Version History

Version	Amendments	Date	Author
V1	Original document	May 2016	MK

The Importance of Art and Design

- Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- Pupils use colour form, texture, pattern and different materials and processes to communicate what they see, feel and think.
- Through art and design activities, they learn to make informed value judgments and aesthetic and practical decisions, becoming actively involved in shaping environments.
- They explore ideas and meanings in the work of artists, craftspeople and designers.
- They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures.
- Understanding, appreciation and enjoyment of visual arts has the power to enrich our personal and public lives.

Aims of Art and Design (in line with the New National Curriculum)

- To develop key skills within drawing as the basis of visual representation and develop control of a range of drawing based media.
- To stimulate creativity and imagination by providing a wide range of visual, tactile and sensory experiences.
- To develop understanding of colour, form, texture, pattern, and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To gain experience and skills across a range of 2D and 3D media including painting, textiles, print making, sculpture, collage, and digital media.
- To lead and manage art and design projects understanding the importance of clear planning, careful organization, collaborative working, critical thinking and economic use of resources. They will evaluate and analyse their work using the language of art, craft and design
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The importance of drawing

- Drawing forms the basis of visual representation. Children should be encouraged to practise their drawing skills on a regular basis. Children should have the opportunity to draw on a daily basis and they should receive structured drawing skill development at least weekly.
- The relationship of drawing to art and design is like the relationship of handwriting to writing. Children with a clear fluent script find it easier to express and develop their thoughts – so it is with drawing.
- Children should be challenged to draw from observation, imagination and experience using their sketchbooks where appropriate. They should draw at different scales and on different surfaces using a range of drawing tools.
- Children should be challenged to draw for different purposes for example, to explore ideas, to explain ideas, to record information and to help them reflect on what has been learned.

The Use of Sketchbooks

- Sketchbooks should be an integral part of the exploration and development of ideas. Children should use their sketchbooks as a means of recording, investigating, experimenting with materials, images and ideas and evaluating progress.
- The sketchbook should be used to record the development of children's drawing skills across a range of media and techniques, store research through drawing from first hand or gathering information from secondary sources, exploring the properties and potentials of materials, researching the process of design and making through drawings, diagrams and digital photographs and evaluating finished work including personal comments on success and areas for improvement.

Curriculum Organisation

- We plan the activities in art and design so that they build on the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding we also build planned progression into the scheme of work so that there is increasing challenge for the children as they progress through the school;
- The school uses a range of planning materials, gaining ideas and resources from a variety of sources including Art Express and LPC. The progression of the units is clearly identified on the whole school curriculum map.

Teaching and Learning

- All children in school are taught by the same art teacher who provides PPA cover to the class teachers.
- The school uses a variety of teaching and learning styles in art and design. Our principal aim is to use these to develop the critical skills of effective learning. These are decision making, problem solving, communication, creative thinking, critical thinking, planning, organizing, leading and managing. Teaching and Learning approaches are identified in the Policy for Learning.
- We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work.
- We use a variety of whole class teaching and individual/group activities. We share good examples of work as examples to others and children are given opportunities to reflect on both how they have worked and what they have produced.
- Children are given the opportunity to use a wide range of materials and resources.
- We provide suitable learning opportunities to meet the needs of all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies
- Strategies include:-
 - setting common tasks that are open ended and can have a variety of responses;
 - setting tasks of increasing difficulty where not all children are expected to complete each task;
 - grouping children by ability and setting different tasks for each group,;
 - providing a range of challenges;
 - using additional adults to support the work of individual children or small groups.

Contribution of Art and Design to Learning 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.

Mathematics

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

Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. 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 to record their observations. Children use the internet to find out more about famous artworks, artists and designers.

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. We try to ensure the children have the opportunity to meet and talk with artists and other talented adults whilst undertaking 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 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.

Teaching art and design to children with special needs

We teach art and design to all children, whatever their ability. 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. Work in art and design takes into account the targets set for individual children in their individual Education Plans (IEPs).

Assessment and recording

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. The teacher makes 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. The art and design subject leader keeps evidence of the children's work through photographs and children sketches, which are recorded in their sketch books. This demonstrates what the expected level of achievement is in art and design in each year of the school.

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 specialized equipment in the art and design store.

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 in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. During performance management conversations, the art and design subject leader gives her performance manager a detailed report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.