



Policy for Art and Design

Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of Art and Design. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

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 responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. They explore ideas and meanings in the work of artists, crafts people and designers.

Art and Design is delivered in accordance with the principles stated in our Learning and Teaching and Marking policies, supported by our Behaviour and Discipline Policy and our Health and Safety Policy. We hold the professional judgement of teachers as an essential feature in the delivery of Art and Design in our school.

Aims

We aim to teach children to:

- 1 Develop a visual awareness
- 2 Use art to record feelings and express creative imagination
- 3 Develop visual vocabulary
- 4 Understand the visual elements of colour, texture, line, tone, pattern and shape in order for them to express themselves through artistic means
- 5 Develop mastery of a range of tools
- 6 Use a wide variety of media effectively
- 7 Develop their skills within the elements of Drawing, Painting, Printing, Collage and 3D work
- 8 Develop their ICT capabilities
- 9 Develop their capacity to evaluate their own and others artistic endeavours

10 To experiment with a variety of media and technique within each element **Planning**

There is a strong emphasis on the key skills which link all curriculum areas particularly the development of speaking and listening. Our planning for Art and Design is in line with the Foundation Stage, the National Curriculum for Foundation, Key Stage 1 and 2 and Art and Design strategy / guidelines.

The National Curriculum ensures progression of skills within the elements of Drawing, Painting, Printing, Collage and 3D work. It aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The use of Information and Communication Technology across the Curriculum

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in Art and Design
- Pupils will be given opportunities to support their work by being taught to: -
 - Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value
 - Develop their needs using ICT tools to amend and refine their work and enhance its quality
 - Exchange and share information, both directly and through electronic media
 - Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Assessment, recording and reporting

Assessment is ongoing. Lessons are taught based on the achievement and needs of the children as identified by the previous lesson and level of skill acquired. Achievement in Art and Design is formally reported to parents on the end of year written report. Strong emphasis is placed on peer support strategies to enable pupils to identify the next steps in their learning.

Resources

Every class is provided with basic equipment and resources for the needs of the class. There is a central store for more specialised equipment.

Inclusion

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, EAL, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles.

Review and Evaluation

Policy review will be undertaken annually by the co-ordinator, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, learning walks, sampling and scrutiny of planning and work etc.

Policy date: January 2017

Policy review date: September 2017

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