



Opening minds, learning through challenge and celebrating God's world

POLICY FOR ART AND DESIGN

Reviewed: September 2018
Review Due: Autumn 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

Art and Design Policy

Aims and Objectives

Art and design 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 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, makers 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 study of Art and Design aims to:

- provide children with opportunities to express themselves confidently in emotional terms through their art experiences.
- provide children with the opportunity to have an enriched experience of the visual and tactile world in which they live.
- ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment, therefore enabling the realisation of their ideas.
- develop the children's patience and persistence to realise their ideas and to recognise the possibility of making mistakes without the feeling of a sense of failure.
- develop an understanding of the work of artists, makers and designers from their own and other cultures and to apply this knowledge to their own work.
- develop the children's capabilities in ICT by working with digital art forms.
- involve children in learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

Teaching and Learning including Planning and Organisation

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 creating 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.

We plan from the National Curriculum 2014 and have access to LPDS Planning and Key Learning documents for Art and Design when planning cross curricular teaching and learning. This ensures that the children are exposed to a variety of techniques and differing media through a range of experiences including drawing, digital media, painting, printing, textiles, 3-D sculpture and collage.

Specific skills and techniques in art are taught separately before being applied in a cross-curricular way.

EYFS

Using the Early Years Foundation Stage Framework document we provide a wealth of creative opportunities in Reception and Freckles Nursery, building on and consolidating their learning in order to achieve the Early Learning Goals. 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.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses.

The activities that they take part in are imaginative and enjoyable.

Assessment, Recording and Reporting

Assessment forms part of a continuous teaching and learning process based on work produced throughout the year. Ongoing teacher assessment and evaluations with and by the children inform end of year attainment judgements for inclusion on the Data Dashboard. In the foundation stage, children are assessed using the EYFS Profile.

Inclusion, including meeting the needs of SEN pupils and children entitled to PPG funding

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, such as; setting common 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;
- Using additional adults to support the work of individual children or small groups.

Resources

We have a wide range of resources to support the teaching of art and design across the school. All classrooms have a range of basic resources. A wide range of mark making implements and more specialised equipment is stored in the Art Cupboard (located in the school hall)

Health and Safety

Any activities that pose a risk to the wellbeing of children will be subject to a risk assessment.