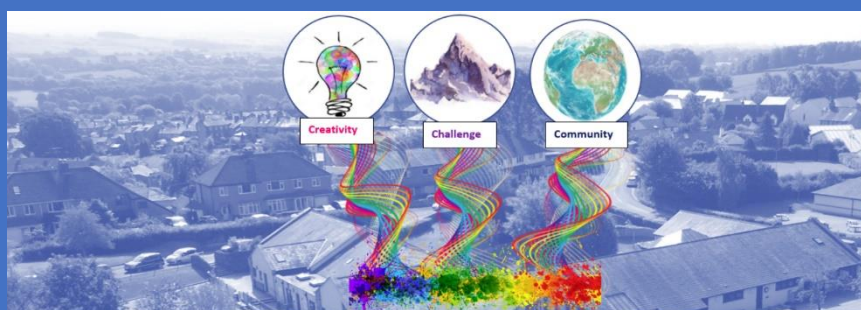
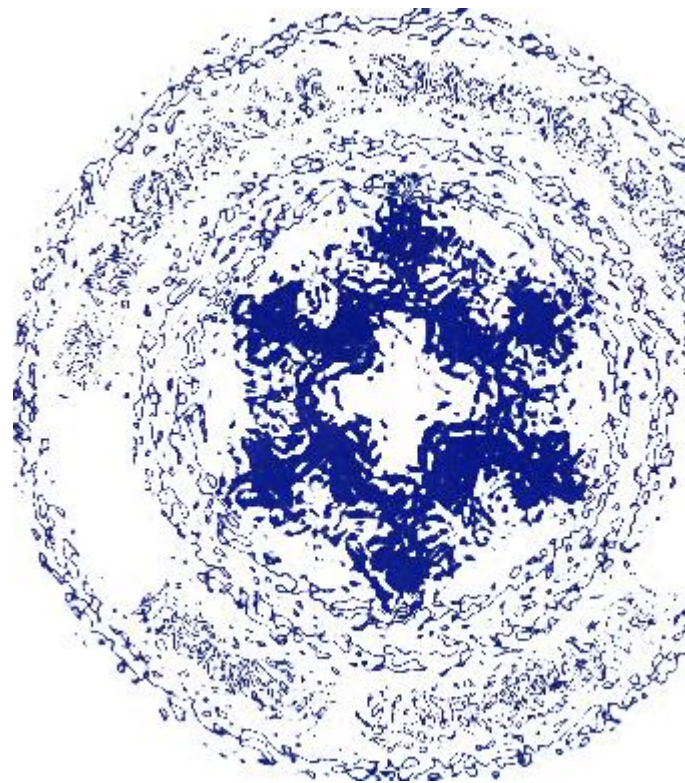


Policy for Art and Design

St Mary's CE School, Kirkby Lonsdale



Introduction

This policy outlines the teaching, organisation and management of art and design taught and learnt at St Mary's CE School, Kirkby Lonsdale.

The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the art subject leader **Andrea Day**.

The main purposes of this policy are:

- **To establish an entitlement for all pupils.**
- **To establish expectations for teachers of this subject.**
- **To promote continuity and coherence across the school.**

Aims

The statutory requirements of the National Curriculum for Art and Design state that:

“During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.”

“During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.”

At St Mary's we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts, knowledge and confidence, necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

Our motto to support the vision for our school is: **Nurturing Creative Thinkers**

Objectives:

- To foster an understanding and enjoyment of art, craft and design;
- To experience a broad and balanced range of art activities and show progression within these experiences;
- To show development of ideas and their own skills through the use of a sketchbook;

- To develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media;
- To develop an understanding of a range of tools, media and processes;
- To develop an understanding of the work of artists, craftspeople and designers and apply this knowledge to their own work;
- To provide opportunities for studying historical, cultural and religious art;
- To enrich and extend other curriculum areas through art;

Teaching and Learning

The Foundation Stage:

The different aspects of art are encompassed within Expressive Arts and Design in the Foundation Stage curriculum, however elements can also be found in other areas of learning (Physical Development, Literacy and Mathematics). The curriculum lends itself to an integrated approach to learning. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stage 1 and 2

Staff use a variety of teaching and learning styles in art lessons, relating to the skills being taught, the overall theme and the children's abilities, confidence and experience.

Our planning includes opportunities for:

- Children to work individually, in pairs or in larger groups;
- Preliminary investigation work through the use of sketchbooks;
- First hand experiences;
- An opportunity to look closely at the natural and man-made world and record what they see;
- Visiting artists to work with the children to give them experience of working with a professional;
- Use of a range of materials (2D and 3D), computer software, artefacts and visits out in the surrounding area;
- Evaluation of ideas and methods;
- Community projects involving a wide range of local partners;
- Children to see that their work is valued, celebrated and displayed around the school.

Sketchbooks

Each child from Year 1 to Year 6, has their own sketchbook, which they take with them to the next class. This provides a record of the child's learning and progress in art, as

part of their portfolio.

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark-making, colour mixing and pattern work. The children's responses to the work of artists and craftspeople can also be recorded in their sketchbook. This work may lead to a final piece of work or may be used as a reference point for a future piece of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. They could collect observations, pictures, photos, samples of textures and evaluations of their own work and that of other artists. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is safe to make mistakes.

Work should be dated so that it provides a suitable record for both the teacher and the child.

Resources

Most resources can be found in each classroom. Each teacher has a budget, per pupil, which can be spent on regularly used items and more specialist equipment, for particular areas. Some resources, which are not regularly used are held in the art cupboard by the staff room. These can be borrowed at any time but must be returned in a tidy and clean condition, ready for their next use. A wide variety of paper and card can be found in the photocopier room.

Curriculum Time

There is a statutory obligation to provide each child with an art and design curriculum entitlement. At St Mary's we try to offer the pupils an hour a week, though this can be blocked, thus sustaining an activity over a 2 hour session or even a whole day. For any given term, Art and Design often alternates with Design and Technology, with a half term focus for each subject. Years 1 and 2, Years 3 and 4 and Years 5 and 6, will work together as teams to ensure that the curriculum is taught and that progression through skills is maintained.

Assessment

The National Curriculum provides broad descriptions of what achievement looks like at the end each key stage. At St Mary's, we don't feel it is necessary to engage in lengthy records for each child in relation to these expectations. Teachers should, however, record where a child's progress differs markedly from others in the class. The Art and Design subject leader, should be informed, annually.

Children demonstrate their ability in art and design in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgment about the work produced. Teachers indicate the children who have met, have not met or have exceeded age-related expectations for that art focus. We use this teacher assessment

as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

The progression of each child, from Nursery to Year 6 is also recorded, visually in a portfolio which is held for each child and passed onto the next year group. The child's sketchbook is included in this portfolio. Once a year, each child will produce a self-portrait in a particular medium and this is placed in the portfolio. At the end of Year 6, each child is presented with this record of their art work and progression, with examples from Nursery and every year thereafter.

Curriculum Planning

We use the National Curriculum (2014) as the basis for our planning in art and design, building on the EYFS Curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work (See Appendix 1), so that the children are increasingly challenged as they move through the school. At St Mary's, our broad curriculum is based on topics taken from the requirements for the History and Geography curriculum. Six topics are taught each year for a half term. Cross-curricular planning using these topics is common across English, Art, Design and Technology, Music and Science (for the Art and Design focus, see Appendix 2). Sometimes however, this form of cross-curricular planning can lead to absences and a lack of continuity, so underpinning our curriculum development in art and design is a published scheme:

Art and Design in Suffolk – Key Stages 1 & 2

This ensures that all the skills are taught and progression is made.

The curriculum plan comprises of six half-termly units of work for each year group, from Year 1 to year 6. The units are based on the six areas of experience:

- Drawing
- Painting
- Printmaking
- Collage
- Textiles
- 3D work

Alternating with the Design and Technology curriculum, each year group team, (Years 1 and 2, Years 3 and 4, Years 5 and 6) will ensure that they offer each half-termly unit of work over two years. This build continuity and progression into the teaching of art and design. Knowledge, skills and understanding are progressively built upon through each of the areas of experience.

Display and the Learning Environment

Education is concerned with the whole child. The environment in which we place that child for a large portion of their year, needs careful consideration. This is the

background for learning. Visual awareness, communication and display are the responsibility of the teacher. At St Mary's we do not have a Display Policy, preferring to leave it to each class to create a personal, vibrant learning environment. However,

- displays should reflect the work being done in class;
- Should be of good quality and repairs undertaken promptly;
- Should be changed frequently;
- Should offer the opportunity for each child's work to be exhibited in class.

Responding to pupils' diverse learning needs – Challenge and Support

At our school we teach art and design to all children, whatever their ability and individual need. This is in accordance with the school's curriculum policy of providing a broad, challenging and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special abilities and talents, new arrivals and those learning English as an additional language, pupils who are economically disadvantaged and other identified groups and we take all reasonable steps to achieve this.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Effective planning will ensure that all children are able to overcome any potential barriers to their learning. Teachers will take specific action to respond to pupils' diverse needs by:

- **creating effective learning environments; securing their motivation and concentration;**
- **providing equality of opportunity through teaching approaches – ensuring that children of all intelligences are given the opportunity to succeed and make progress;**
- **alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent;**
- **alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials;**
- **help to manage particular types of materials to which they may be allergic;**
- **using appropriate assessment approaches to inform teaching and learning**

Health and Safety

We enable all pupils to have access to the full range of activities involved when taking part in art and design activities. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form Via the Kym Allen Health and Safety Website. The Educational Visits Lead is **Duncan Bromley**.

Child protection

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;
- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through supervision, support and training.

Monitoring and Review

Role of the subject leader:

It is the responsibility of the art and design subject leader:

- to develop, implement and review an action plan for art and design; to monitor art and design throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.

Monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, ensuring resources are clean, tidy and updated and providing a strategic lead and direction for the subject in the school.