



Calow Church of England (V.C.) Primary School

Art and Design Policy

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils learn to make informed judgements, aesthetic and practical decisions and become actively involved in shaping environments. Art has many diverse roles and it has the power to enrich our personal and public lives. Through art experiences pupils express their own sense of personal and cultural identity. Art can also be used as a means to Christian understanding and as a reflection of a creator God.

Aims

We aim to:

- Provide an Art curriculum that is engaging and enlightening as well as informative, structured and progressive
- Ensure the enjoyment of making, creating, building and adapting should start at a young age and continue to build upon year on year, inclusive of all of all genders, ethnicities and beliefs
- Develop observation skills and ways of recording what is seen
- Give children the opportunity to explore the visual, tactile and sensory experiences central to art, craft and design. These include work on pattern, texture, colour, shape, form, space, line, tone, textiles and I.C.T.
- Provide opportunities to use a range of materials and tools with an awareness of health and safety issues (see Health and Safety Policy)
- Provide practical experiences/investigations that will help to develop knowledge and understanding of the work of artists, craftspeople and designers in different localities, times cultures, genre, styles and traditions
- Encourage evaluation of children's own work and the work of others and identify what could be improved and developed

The Curriculum

In the **Foundation Stage** (Nursery and Reception class) Art experiences are planned for in line with the Expressive Arts and Design stand of The Early Year Foundation Stage Curriculum. These planned experiences enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology. They safely use and tools and techniques, experimenting with colour, design, texture, form and function. Children are trained from Reception Class onwards to mix their own colours from the primary colours and black and white.

In **Key Stage One** 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.

In **Key Stage Two** 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.

In both Key Stages teaching ensures that 'investigating and making' includes 'exploring and developing ideas' and 'evaluating and developing work'. 'Knowledge and understanding' informs this process. Pupils are assessed in these strands (see appendix C).

Each year, the school holds an Arts' week, based upon a whole school theme. The learning is planned ensuring a progression of Art skills between all classes. There are also opportunities each year for classes to practise Art skills as a basis of community projects and pupils are activity encouraged to take part in competitions.

Teaching and Learning

The Planning of Art of Design is in line with the programmes of study for Key Stages One and Two (National Curriculum 2014). Art is taught in units set out on the Long Term Plan (Reception to Year 6). The units ensure coverage in all areas and build skills and experiences as the children progress through school. Lessons are timetabled to develop discrete Art skills. Teachers are also encouraged to make cross-curricular links, for example, using skills learned in Art, in a History or Religious Education lesson. Also teachers are encouraged to provide meaningful contexts for their Art teaching, for example, linking the pieces of Art to a book studied in Literacy.

In order to ensure that progression in skills are seen across year groups the Art Express scheme is used by teachers for reference when planning units. Other guidance documents are used (appendix A) to support when planning and developing each unit of work. These outline the sorts of media and techniques the children are expected to experience in each Key Stage.

Across both Key Stages children are taught to use a variety types of paint, provided with different sizes, shapes and textures of paper and a variety of types and shapes of paintbrushes in their work. Art Logs are used in both Key Stages for children to plan, develop and evaluate their work. Our aim is for the pupils to develop a dialogue in their Art logs whereby they can reflect on their ideas, skills and techniques.

Pupils are encouraged to ask questions about Art and reflect upon the work they have produced. Teachers encourage discussion through the use of Learning Partners and quality marking and feedback (see marking and feedback policy).

Inclusion

Calow Church of England Primary School is committed to ensuring that all children are able to access resources and the curriculum at an appropriate level, where the needs of individuals are cater for to ensure that all children are able to reach their full potential. It is the responsibility of teachers to ensure that differentiated work is available at appropriate levels for the children in their class. Differentiation may be provided by activities of varying degrees of difficulty with differentiated objectives, different expected outcomes and use of an alternative range of resources or the support given.

Children identified as Talented in Art should be challenged appropriately to develop their breadth of skills and their evaluative skills when talking about their work and the work of others. Higher attaining groups of children should be given a wide range of challenging tasks that help them to explore new skills as well as improving existing skills. These children should be signposted to Art clubs in school and other organisations in order to widen their learning experiences.

Children with Special Educational Needs are supported according to the specific need. Children with fine motor skills are supported with modified resources and equipment. The progress of all vulnerable groups is tracked to ensure their needs are met appropriately, including; children receiving Free School Meals; children with English as an Additional Language; Looked After Children and Travellers.

The provision and outcomes of vulnerable children in each class should be outlined clearly on teachers planning.

Resources

Art resources are stored in the Art resource area of the Library and each teacher stores specific resources in classrooms that relevant to the units taught. There are mobile trolleys that have collage materials and Art tools in them that can be wheeled into classrooms. The school has its own kiln for firing clay and instructions and safety procedures are outlined for staff (appendix D).

Health and Safety

Staff consider Health and Safety procedures and issues when planning an Art unit of work. A risk assessment may be necessary for using particular tools or materials and outlining hazards (allergic reactions, burns). These messages and procedures are communicated clearly to the pupils before they begin their work. Safety procedures are available for staff when using the Kiln (appendix D).

Assessment, Recording and Reporting

In class the children are encouraged to use self-assessment and peer-assessment when making judgments about their work. They are given verbal feedback from teachers as they are working, including ideas to improve. At the end of a unit the teacher provides marking and feedback, in line with the policy, by attaching a feedback sheet to their work. A comment is written to outline the children achievements (the bubble comment) and a further comment is written to give ideas for improvement or reflection (the block comment).

Teachers have a document (Appendix B) that outlines a progression of skills across the Key Stages. It can be highlighted to record the coverage of skills and achievements for their class. This is particularly useful to highlight Art Skills learned during cross-curricular work. After each unit the Art descriptors (Appendix C) should be highlighted to show the progress of ability groups across each class. The children are highlighted as emerging, expected or exceeding in the areas of 'investigating and making', 'exploring and developing ideas' and 'evaluating and developing work'. All of this information should be passed on to the next class teacher in order for them to be mindful of the coverage of Art and progress made before they begin to plan subsequent units of work.

Pupil's work can be seen on classroom displays and a portfolio of work is available in pupils Art Logs. Pupil's work can be uploaded on to the School Learning Platform. Records of pupil progress in Art are reported in the form of a written report, which parents receive at the end of each year.

Monitoring and Evaluating

The School has been awarded with the Arts Mark accreditation in recognition of the work that is done in school to promote the Arts.

The Subject Leader for Art monitors the delivery of the Art curriculum and pupil progress in a number of ways. Planning is collected each term and scrutinised to ensure progression through the year groups. A sample of work is provided by staff, which is looked at in a meeting in the Spring Term where the pupils are recognised as emerging, expected or exceeding for their year group. The work is moderated across year groups to ensure a consistency in judgements. The Subject Leader holds professional dialogue with staff to ascertain information about teaching and learning and wall displays around school provide an instant method of monitoring the quality of work produced by pupils. The Subject Leader also consults with pupils and the School Council about their learning in Art.

The information gained from the monitoring completed by the Subject Leader is discussed with the Art Link Governor three times a year. The Governor plays a vital role in developing the yearly action plan and recognising the priorities with the Subject leader. The impact of the work done over the year along with information about the standards in school come together to form a Position Statement about the teaching and learning in Art and Design. This information provides the basis of the Monitoring and Evaluating cycle.

The Headteacher has overall responsibility for the development and implementation of Art throughout the school. The subject leader, working alongside the Headteacher, has the responsibility for progression and co-ordination of the teaching of the Art curriculum. The Subject Leader will support colleagues, attend relevant courses and communicate and disseminate relevant information to staff.

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