



Eversley Primary School
Policy for Art and Design
(See also *Eversley Primary School Arts Policy*)



Introduction

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a 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, line, form, pattern and different materials and processes. Children learn to make informed judgements and aesthetic and practical decisions. They are introduced to the work of a wide variety of artists, craftspeople and designers and experience a range of practical activities using different media to explore colour, texture and technique in both 2D and 3D forms. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives. Pupils reflect on how these have shaped the history, culture, creativity and wealth of our nation and are appropriately challenged to equip them with the knowledge and skills necessary to experiment and create their own arts, crafts and designs.

Aims and Objectives

Our objectives in the teaching of art and design are:

- to enable children to record from first-hand experience and from imagination and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

Organisation

In each year group Art and design is taught in mixed ability classes. Differentiation is achieved largely by outcome, through support or by task. Although Art and Design is to be timetabled weekly, teachers are encouraged to use curriculum time with flexibility, which may involve blocking time where appropriate. Where this is the case there should be additional weekly opportunities for sketchbook work, observational drawing and cross-curricular art activities.

Planning Procedures

Art is a foundation subject, which is taught as a subject in its own right, however by its nature it supports and enhances subjects across the curriculum. We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge and development of skills as children move up through the school.

- Long Term Planning- the QCA and an adapted Lewisham county council scheme of work forms our long term planning. Our long-term plan maps out the themes and key skills and objectives covered in each term during the key

stage. Our subject leader devises this plan in conjunction with teaching colleagues in each year group (see *Overview of Art Scheme of Work*).

- Medium Term Planning- Our medium-term plans, which we have adopted from the Qualifications and Curriculum Authority (QCA) national scheme and Lewisham County Council scheme, give details of each unit of work for each term. These are constantly evaluated and adapted and define what we will teach, ensuring an appropriate balance and distribution of work across each term.
- Short Term Planning- this is the responsibility of individual teachers who build on the medium term plan by taking into account the needs of their children and identifying ways in which ideas might be taught. Class teachers complete a weekly plan for art and design lessons. These list the specific learning objectives and expected outcomes, and give details of how the lesson will be taught.

Each year group also carries out an artist study at some time during the year.

Teaching and Learning

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 view of fostering creativity. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual or 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 to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Information Communication and Technology (ICT).

Art and design and ICT

ICT enhances our teaching of art and design, wherever appropriate, in all key stages. 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 and scanners. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

The Foundation Stage

We encourage creative work in the reception classroom, as this is part of the Early Years Foundation Stage of the National Curriculum (expressive arts and design). We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. 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.

Resources

Art materials and equipment is kept centrally in the training room along with planning resources and reference materials as well as poster packs relevant to each of the QCA units. A range of A1 size prints can also be found in the cleaners' cupboard opposite Kingfisher class. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store. This room is accessible to children only under adult supervision.

Art Journals

Each child has an Art Journal, which they take with them from year group to year group. We encourage children to use their journals as a visual diary to:

- record, explore and store visual information;
- work out ideas, plans and designs;
- use for reference, as they develop ideas for their work;
- look back at and reflect on their work, reviewing and identifying progress;
- use as an ongoing record of their learning and achievement which they can use to further develop their ideas, skills and understanding

Artists in school and art visits

We view artists in school and visits to galleries and museums as an invaluable art resource. We therefore plan opportunities for all children to make visit or work with an artist in school at least once every two years.

Monitoring and Review

The subject leader has responsibility for monitoring Art and Design in the school. Their role involves:

- evaluating and prioritising the school plan for Art and Design
- monitoring planning, checking for coverage and progression
- carrying out work sampling and an annual work scrutiny in the form of a learning walk and pupil interviews

An electronic 'portfolio' of examples of work produced and the process used to reach the final piece, is also kept in staff shared; entitled 'Year on Year Coverage', along with staff evaluations for each of the units taught.

Assessment

- We assess the children's work in art and design while observing them working during lessons.
- The learning outcomes in each unit are used to assess what the children have learnt, and the work produced serves as a record of their progress and development. The end of unit expectations are used to identify those children developing, or extending beyond expectations for their year group. From these assessment teachers are then able to make a judgement against the National Curriculum expectations. The teacher records the skill progression that each child has made, and then uses this information to plan future work. Attainment and progress in Art and Design is reported to parents annually as part of their individual report.
- Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- Annual whole schoolwork sampling helps to assess progression of observational drawing throughout both key stages, using draft assessment criteria.

This policy will be reviewed at least every two years.

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