

ART AND DESIGN POLICY

Curriculum Vision:

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 judgments, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. 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 enriches all our lives.

The implementation of this policy is the responsibility of all teaching staff.

Intent:

Aims:

The aims of art at Wellesbourne 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 simple and more complex 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.

Through high quality teaching, we intend to develop the following essential characteristics amongst our artists:

risk taking – our children will be encouraged to take small, calculated risks, like the best artists

not afraid to make mistakes – mistakes are part of the creative process

motivated - artists recognize this and do not expect immediate results. They understand that the process of creating may be enjoyable, but it does require hard work.

ambitious - ambition is cultivated from a love of the creative process – not from self promotion.

observant - see the world differently. They notice things that are often overlooked by others

original - artists are innovators because they are innovators, artists are also problem solvers

When delivering art and design we also hope to:

- improve pupils skills across the curriculum, especially in ICT;
- develop thinking skills;
- develop pupils as active citizens;
- stimulate and inspire pupils;
- promote awareness and understanding of spiritual and moral issues;

School values:

We want our children to have no limits to what their ambitions are and want them to embody our key values. We expect the adults working with our children to embody these values also. We believe that adults and children alike are always 'Living to Learn, Learning to Live'.

Our five values – centred on the acronym **REACH (Respect – Effort – Attend – Cooperate – Honest)** permeate all aspects of school life and when implementing our curriculum senior leaders, subject leaders, teachers and teaching assistants have these at the forefront of their minds.

RESPECT – look after people and things

EFFORT – listen and always try your hardest

ATTEND – be in and be on time

CO-OPERATE – be kind, helpful and gentle

HONEST – always be honest

Cultural capital:

Our curriculum is designed to empower our children and to enrich their lives. Our key drivers are to develop aspiration, ambition and resilience. We further enrich their depth of understanding, within art and develop their cultural capital by exposing our children to cultural experiences and knowledge that they may be beyond their reach.

We strive to enrich their time in our school with memorable, unforgettable experiences and provide opportunities that are normally out of reach. We firmly believe that it is not just what happens in the classroom, it is about the added value we offer to really inspire our children.

Implementation:

Our curriculum has been carefully planned and learning opportunities and assessment milestones for each year group built in to ensure progression. We believe in a spiral approach and children may revisit, in an age appropriate way, key learning, knowledge and skills so as to embed these.

High quality teaching and learning:

Regular planning/work monitoring, observations and pupil voice sessions will ensure that the following is being implemented:

Early Years Foundation Stage

- to use their imaginations as they build on their experiences of the real world and transform them into something new.
- to use drawing, painting construction and sculpture to represent events, experiences, people, objects, their own ideas, thoughts and feelings.
- to manipulate, combine, use and explore a variety of media and materials.
- to use materials in original ways, thinking about uses and purposes.
- to safely use and explore a variety of tools and techniques, experimenting with, colour, design, texture, form and function.
- to describe what they can see in the work of an artist and respond to this in their own creations.

Key Stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Planning

All planning is derived from objectives and guidance set out in the current National Curriculum 2014.

Early Years Foundation Stage

Expressive Arts and Design is one of seven inter-connected areas of learning and development. The majority of children's learning is implemented through child initiated activity. Indoor and outdoor Art areas are organised to encourage independence and creativity. Enhancements are regularly placed in the art areas to provide inspiration or to target a specific skill or technique. The children also participate in small group and one-to one adult directed activity.

Key Stage 1 and Key Stage 2

Class teachers should plan their Art & Design lessons to ensure coverage of their year group specific skills from the Progression in Skills document. The medium term plans for art should follow a sequence and not just be stand-alone lessons. The sequence of lessons should look as follows:

1. Research: look into works of a particular artist or a certain theme (e.g. painting using cold colours, straight lines etc.)
2. Practise: children are able to have a go at the skills you are covering in their sketch books/art books.
3. Plan: children to plan out and sketch/design what they will produce for their final piece drawing upon the skills practised in previous lessons.
4. Make/Create: children will create their piece of art work.
5. Evaluate/Reflect: children to look back at their work and comment on what went well, what they could improve. Use this as a chance to revise the technical vocabulary.

Art & Design should be taught in alternate half terms with Design Technology. Each year group from Year 1 to Year 6 will teach three units throughout the year, each with a core focus; Drawing, Painting/Printing and 3D Work. At least one unit per year should use an Artist or Designer as the main focus.

Teachers should order resources from their year group budgets. Art work should be kept in sketch books/art books and some pieces should be displayed periodically either in the classroom bases or annually in whole school areas.

Opportunities to develop subject specific literacy – reading, writing, oracy and vocabulary are built into the curriculum

Learning environment:

Links to art may be evident in class displays and learning areas throughout the school. The school values, website and main entrance, school hall, corridors areas may have displays linked to art.

Inclusion:

Wellesbourne is an inclusive school and differentiation is incorporated into planning so that the children build upon prior learning – giving children of all abilities the opportunity to develop their skills, knowledge and understanding.

Our art units also build progression into the schemes of work set out in the whole school knowledge and vocabulary document, so there is an increasing challenge for the children as they progress through school.

We will respond to the needs of children whatever their ability. We will ensure that we provide learning opportunities that enable all children to make progress by setting suitable learning challenges and responding to each child's different needs through differentiation of task, resources and outcome. For example:

- Using appropriate vocabulary at varying levels of difficulty during lessons
- Modifying resources as expected in other curriculum areas
- Differentiating levels of written or oral questions for pupils

- Careful use of support for pupils with English as an additional language

We have high expectations of all children but we also ensure that able, gifted and talented children have opportunities provided that develop and apply their particular capabilities. We provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, and try different approaches. For example:

- They are encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Children are encouraged to work independently.
- Children are encouraged to communicate their understanding in a variety of ways.
- Children are provided with opportunities within art to develop their skills in other areas such as (for example, opportunities to use initiative).

English as an Additional Language (EAL):

We ensure that the teaching and learning of Geography is accessible to all pupils including those with EAL. This is done through whole class teaching, small group interventions or 1-1 interventions. We provide a supportive, inclusive learning environment that includes structured lessons to engage the children; active and engaging tasks which encourage all pupils to participate; teaching and learning strategies that are oral and interactive; support from other adults in the classroom to ensure the learning opportunities are maximised; subject specific language skills are made explicit and demonstrated by the teacher and opportunities for oral rehearsal in pairs and in small groups are planned for.

SMSC/British Values:

We ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this, we actively promote the fundamental British values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different Faiths and Beliefs.

Enrichment:

We ensure that our art curriculum is full of enrichment. We offer after school/lunch time Art clubs at different points throughout the school year. Children have access to Art competitions, e.g. Cobalt housing, designing a Christmas card, Diversity Art competition linked to EMTAS. Children go on educational visits which can include art galleries.

Homework:

Homework is not set specifically for art every week. It is given to children where and when necessary and always relates to the topic that the children have been learning.

Impact:

We empower our staff to organise their curriculum as they see fit to suit the needs of the pupils in their care. We feel they are the best people to make these judgements. Staff develop year group specific long term curriculum maps which identify when the different topics and subjects will be taught across the academic year. Art is taught discretely but staff make meaningful links across subjects to deepen children's understanding.

Early Years Foundation Stage

Children's progress will be tracked using Tapestry and Target Tracker. Practitioners gather evidence about pupil's knowledge, understanding and skills by observing them during child initiated one to one and small group activity. They will discuss with them the features and strengths of their own and others creations. Teachers will track children's progress to identify which children are on target to achieve a good level of development.

Key Stage 1 and Key Stage 2

Children's progress will be tracked on medium term planning grid with those who are Working Towards and those who are Greater Depth identified.

Teachers gather evidence about pupil's knowledge, understanding by observing them at work, listening to and discussing with them, and evaluating any work they produce.

The Art & Design subject leader will gather evidence of an expected pupil from each class from every year group to ensure skills are being covered and that progression is being made throughout the school.

Assessment and Marking

- Pupils complete their pre/post topic quiz.
- Teachers assess each individual lesson plan to inform future planning.
- Teachers to mark pupil work according to whole school marking policy - highlighting key knowledge and vocab specific to Topics.
- Teachers complete skills assessment, informing subject lead where Emerging, Expected and Exceeding Geographers are.

Monitoring

Monitoring Art & Design enables the subject leader to:

- support teachers via co-planning, team teaching, observing / giving feedback
- track progress of pupils and groups of pupils
- monitor teachers' planning, pupils' work and classroom environment
- review resource provision
- have a productive discussion with the head teacher about the progress of implementing this policy in the school

Health and Safety

Please refer to the Art and Design Health and Safety Policy.

Resources

Resources are to be ordered by individual year groups suited to meeting their year group skills. Resources are stored within each year group area/classrooms; the Art co-ordinator is responsible for making sure that teachers are aware of what resources need to be ordered from year group budgets.

General Data Protection Regulations (GDPR)

Any personal data or assessment data regarding art will stored and handled in full compliance with the GDPR.