

Art and Design Policy

New End Primary School

Date Amended: Spring Term 2017

Review Date: Autumn Term 2018

Rationale

New End is a primary school with a two form entry. There is a nursery unit within the site, so the school caters for children between the ages of 3-11. New End is a multi-cultural urban school with children from a wide social background and with a broad range of ability, including children with a statement of Special Educational Needs and Disabilities.

For the purposes of this policy art and design includes craft. This policy is to clarify and provide guidance in the teaching of art and design at New End. Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

Aims

The national curriculum for art and design has four main aims to ensure that all pupils:

- can produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- are able to evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Links are made with other subjects such as English, Design and Technology, Maths, History, Geography, ICT and the Performing Arts.

Governor and Staff Responsibility

Role of the Governing Body

Governors will:

- ensure that there is a link governor responsible for Art and Design, who will meet regularly with the Art and Design subject leader
- ensure that arrangements for the teaching of Art and Design throughout the school are reviewed regularly and agreed

Role of the Headteacher

The Head-teacher will:

- Ensure INSET time, when appropriate
- Provide a budget for sufficient resources
- Enable the co-ordinator to work alongside other staff, where appropriate
- Liaise with staff about record keeping and assessment
- Ensure the monitoring of teaching and learning through lesson observations and intake of Art and Design outcomes across the school
- Report to Governors, where appropriate, about the development of Art and Design and progress made

Role of the Art and Design Co-ordinator

The Art and Design Co-ordinator will:

- ensure that Art and Design has a valued profile
- provide support and encouragement to all staff to help develop expertise and confidence in order to ensure effective Art and Design provision throughout the school
- monitor and evaluate Art and Design teaching and learning
- ensure that Art and Design provision is effectively and properly resourced to the best of our budget
- keep up to date with current initiatives
- co-ordinate the evaluation and review of the school's Art and Design policy

Role of the Class Teacher

The class teacher will:

- ensure Art and Design is taught as part of the themed curriculum
- record and assesses the children's outcomes in line with agreed Art and Design procedures
- report on children's progress in Art and Design in annual reports
- attend INSET, when necessary
- liaise with and work alongside the co-ordinator, when appropriate

Organisation

The Learning Process

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes outlined in the New National Curriculum Art and Design Programme of Study (see below).

EYFS

Art and design in the EYFS is referred to as Expressive Arts and Design and has two strands –Exploring and Using Media and Materials and Being Imaginative. By the end of the EYFS children should be able to:

Exploring and using media and materials

- Sing songs, make music and dance, and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

- Use what has been learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1

By the end of Key Stage 1 children should be able to:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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

KS2

By the end of Key Stage 2 children should be able to:

- Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, paint, clay, charcoal)
- Develop deeper knowledge about great artists, architects and designers in history

Resources

Classroom Resources

The following resources will be maintained, as far as budget allows, in every classroom:

- primary colour ready-mix paint
- black and white ready-mix paint
- medium and large flat head brushes
- fine brushes
- watercolour paints
- chalk pastels
- charcoal
- soft and hard pencils
- wax crayons
- paint palettes
- new clay
- colouring pencils
- a range of paper
- scissors
- glue

Centrally Stored Resources

The following resources are centrally stored:

- art resource books
- sewing materials
- printing inks
- printing rollers
- fabric paint
- watercolour refills
- felt
- extra paint
- class sets of sketchboards
- asstd. paper

Other Resources

Other resources which may be used include:

- ICT programs
- parents
- visiting artists and
- performers

Where possible we include visits to galleries, museums and other off-site locations. Artists in education are sought in where possible and links are made with local venues such as Lauderdale House, Kenwood, Burgh House and Keats House.

Health and Safety

When working with tools, equipment and materials in practical activities and in different environments, pupils are taught how to manage their environment to ensure the health and safety of themselves and others.

ICT and Art and Design

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in Art and Design.

Equal Opportunities and Racial Equality

Equal Opportunities are an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in the arts regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for Art and Design. They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

The teaching of art and design is in line with the school's Racial Equality and Ethnic Diversity policy.

Pupils with Special Educational Needs and Disabilities

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

The staff at New End is committed to encouraging all children to have equal involvement in art and design activities. Teachers aim to give every pupil the opportunity to experience success in learning to achieve as high a standard as possible, teaching the knowledge, skills and understanding in ways which suit the pupil's abilities. This may mean selecting knowledge, skills and understanding from an earlier or later key stage and by providing an effective and supportive learning environment. Teachers should aim to include all these pupils fully in Art and Design lessons.

Gifted and Talented

Children demonstrating a particular ability in Art and Design should continue to be supported in achieving higher standards through extension activities provided in lessons and extra curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities.

Pupils with English as an Additional Language

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in Art and Design.

Monitoring and Evaluating Policy and Practice

The policy will be reviewed regularly by the Art and Design Co-ordinator to ensure that it reflects practice at New End. Assessments of children's progress in Art and Design are carried out on a continuous basis to inform the teacher and the child about their progress. These are completed through teacher assessments and children's evaluations. Art and design will be assessed and included in the annual report to parents. Information collected during monitoring is used to inform future planning and development priorities.