



SUTTON BENGER CE AIDED PRIMARY SCHOOL

Art and Design Policy

1 Aims and objectives

1.1 Art and design stimulate 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 judgements 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims 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 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.

2 Teaching and learning style

2.1 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 art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/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 say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

Reviewed: December 2018

Next review due: December 2020

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- if appropriate we may group children by ability and set different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

3 Art and design curriculum planning

- 3.1** Art and design is a foundation subject in the National Curriculum. At Sutton Benger Primary School we use the National Curriculum as the basis for our curriculum planning in art and design and from this have developed a Whole School Progression Map (Appendix Whole School Art and Design Progression Map). We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.
- 3.2** We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage with reference to the Progression map.
- 3.3** Our medium-term overviews give details of the key learning objectives for the term in each year group.
- 3.4** Class teachers then complete a medium-term plan to give more specific details for each art and design lesson during the term. These list the specific learning objectives for each lesson and give details of how the lessons will be taught and which resources will be used. These plans ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for reviewing these plans.
- 3.5** We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 The Foundation Stage

- 4.1** We encourage creative work in the reception class, as this is part of the Early Years Foundation Stage of the National Curriculum. We relate the creative development of the children 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.
- 4.2** We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare

ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions.

5.3 Computing

We use computing to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using a digital camera to record their observations. Children use the Internet to find out more about famous artists and designers.

5.4 Personal, social and health education (PSHE)

Art and design contributes to the teaching of some elements of personal, social and health education. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.5 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults; thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special educational needs and children who are able, gifted & talented learners

6.1 We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with special educational needs. Work in art and design takes into account the targets set for individual children in their support plans. For children who are identified as able, gifted or talented in art and design, we ensure that appropriate challenge is put in place for these children.

7 Assessment and recording

7.1.1 We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of terms 2, 4 and 6, teachers make a judgement (based on their observations and notes) as to which children are working towards the expected standard for their year group, which children are working at the standard and which are working above.

7.2 The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.

8 Resources

8.1 We have a wide range of resources to support the teaching of art and design across the school. 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. Resources are regularly audited.

9 Monitoring and review

9.1 The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. This is also monitored by the governors' Teaching & Learning Committee. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.