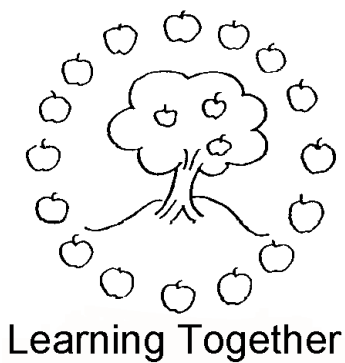


# Kingsbury Episcopi Primary School

## Art Policy



Autumn 2009

Review: Autumn 2011

## **Rationale**

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 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.

## **Aims and Objectives**

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.

## **Teaching and Learning Style**

The school uses a variety of teaching and learning styles in art and design lessons, through a mixture of whole-class teaching and individual or group activities. Our principal aim is to develop the children's knowledge, skills and understanding in art and design ensuring that the children develop skills for exploring, developing their own ideas, evaluating and improving their creative work. 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.

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:

- 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;
- grouping children by ability and setting 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.

## **Art and Design Curriculum Planning**

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. Whenever possible the art work undertaken is linked to the term's theme.

### **The Early Years/ Foundation Stage**

Creative work in Beech class is an integral part of weekly routine guided and informed by the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals Practice Guidance for the Early Years Foundation Stage document, which underpin the curriculum planning for children aged three to five. The children's learning goal Creative Development 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.

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.

### **Contribution of Art and Design to Teaching in Other Curriculum Areas**

#### **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.

#### **Mathematics**

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

#### **Information and Communication Technology (ICT)**

We use ICT to support art and design teaching when appropriate. 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 to record their observations. Children use the internet to find out more about famous artists and designers.

#### **Personal, Social and Health Education (PSHE) and Citizenship**

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

## **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 and the feelings they may develop towards a piece of art. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

## **Teaching Art and Design to Children with Special Needs**

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 learning difficulties. Work in art and design takes into account the targets set for individual children in their Individual Education Plans (IEPs).

## **Assessment and Recording**

We assess the children's work in art and design whilst observing them working during lessons. Teachers may record the progress made by children against the learning objectives for their lessons. Children's progress and ability in Art is commented on in the end of year reports to parents.

The art and design subject leader keeps samples of the children's work.

## **Resources**

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.

## **Monitoring and Review**

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. 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. The art and design subject leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The art and design subject leader has specially-allocated regular management time, which s/he uses to review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.

