



Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Policy for the Teaching of Art and Design

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Introduction

This document outlines the purpose, nature and management of art and design teaching within the Federation. It is the responsibility of all staff to implement this policy which has been written and agreed in consultation with both staff and governors.

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design plays in their own and others' lives in contemporary life and in different times and cultures.

Expectations in Key Stage 1

The majority of pupils will 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

Expectations in Key Stage 2

The majority of pupils will be able 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
- Create sketchbooks 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, charcoal, paint, clay etc.
- Learn about great artists, architects and designers in history

Aims

Through taught Programmes of Study, the Federation aims to:

1. develop knowledge, understanding and enjoyment of art and design;
2. develop the pupils' ability to observe, learn and record from the world about them;
3. use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skills;
4. develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
5. recognise the contribution that art makes to learning in other subjects and aspects such as literacy, numeracy and the spiritual and moral dimensions;
6. develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present;
7. develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
8. develop the ability to recognise different kinds of art, craft and design and why and how they are different;
9. develop aesthetic sensibilities so that they can respond sensitively and thoughtfully;
10. develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.

Teaching and Learning

All pupils will experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (e.g. collage, print making, digital media, textiles, sculpture). The three main starting points for work will be first-hand observation, experience (memory) and imagination.

Pupils will be encouraged to evaluate and talk about their own work during and after they have made it. Pupils will develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers. Pupils in Key Stage 2 will use a sketchbook in class for research and independent work. Art and design will be taught in a cross-curricular manner where appropriate and will include the use of ICT. The pupils' skills, knowledge and understanding in ICT will be developed through the use of a digital camera, scanner and art programs such as Granada Paint. Pupils may work in collaboration when making large-scale work.

Key Skills

The following Key Skills are developed by staff as children move through our schools:

- Use of visual language (including line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and express their individuality
- Communicating fluently in visual and tactile form
- Confidently use observation, memory and imagination

- Explore and invent marks, develop and critique ideas and communicate perceptively through imagery in 2D and 3D form
- Understanding of other artists, craft-makers, designers and architects
- Think and act like creative people by using knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- Independence, initiative and originality to develop creative ideas
- Select and use materials, processes and techniques to realise intentions and embrace the unexpected
- Reflect on and analyse and critically evaluate their own work and the work of others
- Passion for the subjects of Art and Design

Assessment and Recording

Assessment will be based on a combination of teacher assessment and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

Continuity and Progression

The teaching staff are responsible for planning schemes of work that are both purposeful and relevant to the children within our federation. Starting points are occasionally provided by the Cornerstones Curriculum but staff will use their professional knowledge and understanding to make real links between art, design and other subjects within the National Curriculum. Developing an integrated curriculum will help our children to understand the contribution that Art and Design makes to the real world in which they live.

It is also recognised that Art and Design provides a context for the development of important skills

Inclusion and Equal Opportunities

All pupils in the federation, regardless of ability, should have equal access to the Art and Design curriculum in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live therefore they will experience Art and Design from many different cultures. We also recognise the contribution that Art and Design make to the unique British Values that all subjects will seek to promote (see below).

The Contribution of Art and Design to the Development of Unique British Values

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum

have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

The subjects of Art and Design can contribute to the development of these values in the following ways:

- Focusing on the work of well-known British artists from different periods in our history, instilling a sense of pride in our country and its history
- Promoting tolerance and understanding of different cultures and styles within art
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Visits to galleries that are integral to the communities they serve both near (within Lincolnshire) and far (national)
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for others
- Exploring personal responses to the censorship of art, design and other aspects of media
- How artistic movements have promoted a sense of belonging and shared identity

The Learning Environment

Stimulating learning environments will be created with children's work being celebrated through display. The outside environment will be used as a resource for the making of art and design pieces.

Safe Practice

The Federation's policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Particular care will be taken with sharp cutting tools, electrical appliances and in processes where hot materials and tools are used. Pupils will be taught to recognise hazards and take appropriate action. In these instances, teaching staff will ensure that appropriate Risk Assessments have been developed and incorporated within their short and medium term planning. These will be subject to monitoring and scrutiny by a variety of agencies including in-house monitoring, governor scrutiny, the Education Advisor, OfSTED and any other appropriate body.

Leadership and Management

Due to the size of the schools within our federation, it is not possible to have a named subject leader for Art and Design. To ensure appropriate and effective leadership and management, all of the staff will make a direct contribution through a rolling 2 year programme that will specifically focus on the following generic aspects of leadership and management:

1. **Staff Meeting 1:** Planning, continuity, progression and standards
2. **Staff Meeting 2:** Resourcing, cross-curricular links
3. **Staff Meeting 2:** Action Planning for the next 2 years

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed every 2 years. Paperwork will be delegated across the teaching staff team to ensure that all teachers have an opportunity to develop their knowledge and understanding of effective subject leadership.

Monitoring and Evaluation

The Head Teacher and wider teaching staff will monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and observations. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness of the associated schemes of work.

Signed by Head Teacher:

Ratified by Governors: October 2012

Updated: October 2015