



## **Rettendon Primary School**

### **Policy on Art and Design**

#### **1 Aims and objectives**

1.1 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 on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

1.2 Our objectives in the teaching 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 through a topic based approach. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Children are encouraged to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them.

2.2 We recognise the fact that we have children of differing ability in all our classes, and 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 tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenges with different resources;
- having more adults 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 Rettendon School, we use the thematic/topic approach as the basis for our curriculum planning in art and design.

3.2 Our plans, which are from the National Curriculum, are planned as part of a theme/topic. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term.

3.3 We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan 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 Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the EYFS, 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 are engaged in a wide range of activities, and their responses involve 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 the development of SMSC education**

5.1 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 cooperate 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.

#### **7 Art and design and inclusion**

7.1 We teach art and design to all children, whatever their ability and individual needs. 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. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

#### **8 Assessment for learning**

8.1 We assess the children's work in art and design while observing them working during lessons. At the end of a unit of work, we make a judgement against the National Curriculum levels of attainment annual report to parents.

#### **9 Resources**

9.1 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.

**10 Monitoring and review**

- 10.1 The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
  - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in art and design, and indicates areas for further improvement.
- 10.2 This policy will be reviewed at least every three years.