

Broad Chalke CE VA Primary School

Art and Design Policy

Mission Statement: With the love of God we learn, care, grow and share

Rationale for teaching Art and Design

- It stimulates creativity and imagination.
- It provides visual, tactile and sensory experiences and a 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 learn to make informed judgements and aesthetic and practical decisions.
- Children explore ideas and meanings through the work of artists and designers.
- Through learning about the roles and functions of art, children 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.
- Art can be used to develop the social, moral, spiritual and cultural awareness of our pupils.

Aims of Art and Design (incorporating the principles from Art's Council England for Artsmark)

- To strive for excellence and innovation.
- To be authentic.
- To motivate all children to be engaged, inspired and excited by art, ensuring everyone is actively involved.
- To enable personal progression and a sense of belonging and ownership
- Ensuring a positive and inclusive experience for all.
- 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.
- To improve 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 enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Teaching and learning style

Art and Design lessons should always be a positive experience and a time of enjoyment. The class teacher teaches all their pupils art and design for at least one hour or the equivalent each week. When it is appropriate, the time is put together to enable more sustained work, such as during Arts Week. This gives the pupils the opportunity to work alongside artists and other adults.

Most teaching is to the whole class, covering a full range of art, craft and design and using a variety of different tools and techniques over each key stage. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (e.g. collage, print making, digital media, textiles, sculpture).

The three main starting points for work are observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and

after they have made it. Pupils 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. ICT is used in art to support the practical activities. All pupils in KS2 use a sketchbook in class for research and independent work. Pupils are encouraged to work in collaboration when making large-scale work. For some children these lessons provide them with an opportunity “to shine”. Their artistic talent gives them a confidence that they lack in other subject areas. There is an after school Art Club for children to further develop their creativity.

Art and design curriculum planning

We carry out curriculum planning in art and design in three phases: long-term, medium-term and short-term. Class teachers complete short term plans for each art and design lesson stating specific learning objectives for the lesson.

The Early Years Foundation Stage

We encourage lots of fun, exploration and creative work in the Early Years Foundation Stage. 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.

Equal Opportunities

Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Teachers provide learning opportunities that are matched to the needs of all children. Children with exceptional ability will be recognised on the Talented Register and given additional opportunities and encouragement to develop their artistic talents. 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.

Assessment and recording

We assess the children’s work in art and design whilst observing them working during lessons but do not formally assess or record progress or achievement. The art and design co-ordinator keeps evidence of the children’s work in a portfolio. This demonstrates the progression in skills and techniques in art and design throughout the school.

Resources

All our classrooms have a range of basic resources, with some materials in our upstairs store. Children’s art reference books are kept in the main library.

Health & Safety

Please refer to Health and Safety policy and risk assessments e.g. use of glue guns.

Monitoring and review

The monitoring of the standards of children’s work and the quality of teaching in art and design is the responsibility of the art and design co-ordinator, head teacher and governor responsible for art.

Date ratified by FGB: January 2014

Reviewed: updated June 2016, reviewed January 2017

Date of next review: January 2020