

INTAKE PRIMARY SCHOOL



Art & Design Policy

Revised: October 2017

Review Date: October 2020

Art & Design Subject Leader: L. Garrett

Written by L. Garrett and Curriculum Team 1

Introduction

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.

Subject Aims

Art and Design is a foundation subject within the National Curriculum. The aims of teaching Art and Design at Intake School are consistent with our school Philosophy and take account of the breadth and depth of our school aims and everyone achieving their full potential.

The aims of Art and Design are:

- to develop knowledge and understanding of art and design;
- 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.

Curriculum and School Organisation

The teaching of Art and Design at Intake School is approached in a flexible way throughout the school within each key stage and within each year group.

The Long Term Plan and Key Skills document outlines in more detail how Art and Design is planned across the whole of each key stage with each year group having specific areas of work.

Key skills, knowledge and understanding are integrated into the Long Term Plan where the focus on Art and Design may be a major aspect of the theme or a minor one.

The LTP is devised to promote continuity and progression and teachers use the Key Skills document to ensure the correct level of expectation and challenge.

The theme webs provide medium term planning and the short term planning identifies specific learning objectives.

Teaching and Learning

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.

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;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

(Refer to Intake Primary School Teaching and Learning Policy for further details)

Equal Opportunities

(Refer to Single Equality Plan)

All children should have equal opportunity in Art and Design whatever their gender, race, ability or needs. Tasks set should be appropriate to the individual child, as far as possible.

Safe Practice

The school's policy takes account of the health and safety requirements. All teachers are aware of risk-assessments. Health and safety awareness forms an integral part of the pupils' learning.

Staff Development

The Art and Design Subject Leader will endeavour to encourage the implementation of the school's Art and Design Policy. They will encourage continuity and progression within year groups and across the whole school.

All staff should be encouraged to share their successes and failures in order to support colleagues, helping to develop a shared responsibility.

Monitoring and Evaluation

Monitoring and evaluation of learning in Art and Design takes place by a number of means including:

- The assessment of pupils' work and photographic evidence of their achievements
- The analysis of teachers' planning as seen in the medium and short-term plans
- Classroom observations
- External inspection and advice
- The co-ordinator monitors coverage on a termly basis

Assessment

This is carried out as an on-going process. A variety of techniques e.g. observation, teacher/pupil and pupil/pupil discussions, children's work and photographic evidence can be used.

Policy Agreements

This policy has been agreed by:

Headteacher Name: _____

 Date: _____

Governor: Name: _____

 Date: _____