

Denton West End Primary and Nursery School



Art and Design Policy

Produced in consultation with all members of staff.

Our Vision for Denton West End

Only Our Best is Good Enough

Denton West End is a successful school. We believe it has the capacity to improve still further building on its existing strengths to create a school: -

- ❖ achieving success for all pupils and expecting excellence in all aspects of school life
- ❖ providing a broad and balanced curriculum with quality teaching and learning in a stimulating environment, where each child is valued and is aware of being valued
- ❖ where every child will enjoy attending and in which children, parents and teachers can take pride
- ❖ that is highly regarded within the community having developed positive links between staff and parents, both acknowledging the shared and vital role they have to play in the education of the children.
- ❖ where everyone is committed to the highest of standards for all, each child achieving their full potential.

In order to realise our vision we recognise that Denton West End School is a community, which includes pupils, teaching staff, non-teaching staff, parents, governors and visitors to the school. All are important members of a partnership that requires full participation to create a warm and secure environment in which children can develop.

The Aims of our School

In order to fulfil our vision for the future, we in Denton West End have the following aims; they describe the education, ethos and the values the school wishes to promote.

**to provide a friendly and supportive ethos in which all pupils and staff, irrespective of gender, race, culture, religion or disability are valued, are consulted and can achieve success;*

** to promote a sense of personal worth in an atmosphere of trust and mutual support;*

** to ensure that each child is sufficiently motivated and encouraged to reach his/her full potential;*

** to show children standards of excellence and encourage them to gain satisfaction from their achievements;*

** to help children develop lively and enquiring minds, and be able to communicate effectively;*

** to equip children with attitudes, skills and knowledge to learn independently;*

**to encourage children's spiritual, moral and cultural development in all areas of their life;*

** to help children become responsible citizens with a caring attitude to the environment;*

** to encourage children, parents and governors to work in partnership to realise the aims of the School.*

Art and Design Policy

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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 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.

2 Teaching and learning style

2.1 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.

- 2.2** 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.

3 Art and design curriculum planning

- 3.1** Art and design is a foundation subject in the National Curriculum. At **Denton West End** School we use the national scheme of work as the basis for our curriculum planning in art and design. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.
- 3.2** We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our art and design subject leader works this out in conjunction with teaching colleagues in each year group.
- 3.3** Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for keeping and reviewing these plans.
- 3.4** Class teachers complete a daily plan for each art and design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5** 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.

4 The Foundation Stage

- 4.1** We encourage creative work in the reception and nursery classes as this is part of 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, 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 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.

5 Contribution of art and design to teaching in other curriculum areas

5.1 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.

5.2 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.

5.3 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.

5.4 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. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.5 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. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special educational needs

- 6.1** At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.
- 6.4** We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

- 7.1** We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.
- 7.2.1** The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.

8 Resources

- 8.1** 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. This room is accessible to children only under adult supervision [i.e. with the teacher present.](#)

9 Monitoring and review

9.1.4 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 she 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 she uses to monitor the delivery of art and design throughout the school.

10 Equal Opportunities

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

Signed:

Date: