



**Lambton Primary School
Art policy**

1. Rationale

Art and design can enrich all our lives. It adds a dimension to a child's education, which will stay with them throughout their lives. Art and design stimulates imagination and creativity. It involves children in visual, tactile and sensory experiences. Responses can be physical through their art making and emotional through the feeling a piece of work elicits. Art and design involves looking carefully, appreciating and noticing the world around them. It also encourages careful thinking and discussion about what they see, feel and think. Children have the opportunity to explore the ideas of artists from the past and present. They can use these as starting points for their own work.

1. Aims

At Lambton Primary school we aim to:

- Enable children to observe and record from firsthand experience.
- Develop the children's competence in controlling materials and tools.
- Acquire knowledge of various art and design techniques and processes.
- Develop a growing confidence in using different processes and exploring them in their own work.
- Develop their own creativity and imagination through experimenting with different media.
- Begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space.
- Foster enjoyment and appreciation of the visual arts and a knowledge of the artists, craftspeople and designers.

2. Teaching and Learning

Lambton Primary School uses a variety of teaching and learning styles in art and design sessions. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate and develop their work. This is enabled through a combination of whole class teaching and individual/group activities.

We teach according to topics and the children's interests, therefore the artists studied can vary. Skills and techniques are specifically taught and demonstrated to the children in a direct way. The children are encouraged to evaluate their own ideas and methods, the work of others, including artists and say what they think and feel about them. We give children the opportunity within the lessons to work on their own and collaborate with others, working on various scales. Children have the opportunity to use a wide range of materials and resources, including ICT.

We recognise that children can vary in their confidence and knowledge of techniques. Support for children, needs to be appropriate and can be achieved through a range of strategies.

We achieve this by:

- Setting common tasks which are open ended and can have a variety of responses.
- Having a collaborative task; pairing children, e.g. a more able with a less confident child.
- Using additional adults to support the work of individuals or small groups.
- Providing appropriate resources.

At Lambton Primary we also ensure that we are working within the inclusion guidelines set out by the National Curriculum.

3. Inclusion in Art and Design

All children irrespective of their ability/disability should have access to the art and design curriculum. Staff should ensure that children have access to the work of artists and artifacts from a variety of ethnic backgrounds, each gender and a range of cultures that reflect the diversity in society.

To overcome any potential barriers to learning in art and design, some children may require:

- Support as appropriate in managing specific tools and techniques, e.g. dual hold scissors;
- Visual prompts, instructions and modeling for children with language barriers.

4 Art and Design Curriculum Planning

The Foundation Stage

Opportunities, provision and objectives in Nursery and Reception are derived from the New Early Years Foundation Stage Profile and Development Matters. The children's learning includes art, music, dance and imaginative play. The children are taught specific techniques directly alongside opportunities to explore and create.

Provision takes place in a variety of ways; through a creative space, through opportunities to work with artists and through opportunities to work imaginatively throughout the Nursery/Reception space.

Planning is based on the visual elements that children need to be taught and experience, e.g. exploring media and materials, in conjunction with children's interests.

Key Stages 1 and 2

Art and design is a foundation subject in the National Curriculum. At Lambton Primary School we adapt the National Curriculum to the local circumstances of our school. We use the local environment, a current theme or topic and children's interests as the starting point for aspects of our work.

Curriculum planning takes place in three phases; long term, medium term and short term. Long term planning maps out the visual elements, materials and processes to be covered during each year group. The long term plan will ensure an appropriate balance and distribution of work across each term.

Medium term planning encompasses exploring and developing ideas; investigating and making in art and design, accessing and appreciating the work of artists/craftspeople, evaluating and developing work and knowledge and understanding.

The activities in art and design are planned so that they build on prior learning. Progression is built into long term planning, so that there is an increasing challenge as the children move through the school.

At the end of a unit of work, front cover sheets from MTP's are to be updated with the children's level of attainment and added to the Foundation subjects assessment folder.

Opportunities for cross curricular learning

- Links to Literacy - developing children's speaking and listening skills. Children will be encouraged to share their ideas and opinions and listen to those of others.
- Links to ICT e.g. Children can use 'paint' and 'purple mash' software to explore, colour, shape and pattern.
- Links to DT and the use of a range of tools.

The role of the Art and Design co-ordinator is to:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum.
- Audit and monitor current practice.
- Monitor assessment and record keeping, ensuring progression and continuity.
- Keep staff informed of developments or changes in the Art curriculum.

Ratified by governors spring 2016

Next review: spring 2018