

TWEEDDALE PRIMARY SCHOOL

POLICY FOR ART AND DESIGN

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on **10/03/21** .

The policy will be reviewed by the Head Teacher annually and by the governing body in **March 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

Introduction

The purpose of this policy document is to provide guidelines to support both the teaching and learning of Art and Design at Tweeddale Primary School.

Philosophy

Art and Design offers opportunities to stimulate children's creativity and imaginations by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, pupils learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of visual arts have the power to enrich pupils' lives.

Aims

Our aims in teaching Art and Design are that all children will:

- find enjoyment in creative art and see themselves as artists
- find a sense of purpose, achievement and fulfilment in artistic expression
- feel able to express their ideas and feelings through imaginative creation in both two and three dimensions
- develop skills to use a range of materials and techniques competently
- develop an awareness of and interest in a range of visual and tactile elements
- develop the confidence and skills needed to produce work independently and collaboratively
- learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments
- learn about and make informed comments upon the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures
- learn to examine and record their observations of their own environment, from experience and imagination
- develop their language skills and vocabulary in relation to Art and Design to enable them to discuss their own work and that of others,
- develop an appreciation of a range of artists from a variety of cultures

Teaching and Learning Objectives

During Foundation Stage pupils engage in Art and Design through the Expressive Arts and Design document. This area of learning includes art, music, dance, role-play and imaginative play. Further guidance should be sought from DfE document 'Curriculum Guidance for the Foundation Stage'.

During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space, pattern and texture and use them to represent their ideas and feelings. Children will learn to evaluate their own work while making links to a range of artists

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools

and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

ORGANISATION

Teaching and Learning Styles

A range of teaching styles are necessary for the teaching of Art. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils.

Our teaching at all levels shall include opportunities for:

- teacher exposition
- discussion of techniques (pupil/pupil and pupil/teacher) and appropriate practical work
- practice and consolidation of fundamental skills and routines
- use of ICT, museum resources and outside visits
- first hand experience
- investigative work
- classwork, group work and individual work
- observations and recording and through sketching, painting, printing, collage, textiles and three-dimensional work
- experience of artists and crafts people
- provision of different media and sketch books

Building on children's earlier experiences

In our Foundation Stage classes, children will have the opportunity to use, explore and experiment with a variety of tools and materials. They will develop their fine motor and pencil control skills and their visual memory. Children will have opportunities to express their thoughts and feelings, to explore and extend their knowledge of the world around them through art and design. In the Nursery and Reception classes children follow the Early Years Foundation Stage curriculum.

Features of Progression

There are three ways in which our children make progress in Art and Design. These are:

- Progression in breadth of experience. For example, exploring a range of starting points for practical work and investigating different kinds of art, craft and design
- Progression in the challenge and demand of their experience and depth of learning, For example, using their knowledge and understanding of colour, shape, space, texture and pattern to develop and use in representing their ideas and feelings both individually and when collaborating with others
- Progression in quality of the outcome. For example through developing children's ability to evaluate their own and other's work and think of ways to improve their work, children will increase their confidence in their own ability and build their self-esteem.

PLANNING

We operate a planning procedure agreed by the whole teaching staff, based upon the National Curriculum Programmes of Study and Attainment targets and upon the Early Years foundation stage Development Matters document. We develop weekly plans which give details of appropriate activities and outcomes.

Teachers should ensure that planning:

- provides links to the National Curriculum Programme of Study for Art at Key Stages One, Two and to the Early Years Foundation Stage Curriculum
- provides a basis from which to plan lessons to meet the needs of all the children in the class
- shows how artistic techniques and ideas are built up in a continuous and progressive way
- links strands within the programme of study in a meaningful and purposeful manner
- links teaching activities to the learning they are intended to promote and shows how this might be assessed
- provides opportunities for the development of Literacy, Numeracy, ICT and links to other subjects
- gives indications of the time needed to teach it

ASSESSMENT

Class teachers set learning objectives for each unit of work and assessment loops are completed to show children's progress against their learning objectives linked to the National Curriculum Programme of Study. A written report, which includes progress in Art, is sent to parents annually. In addition to this, individual sketchbooks are kept and passed on each year to provide a further means of recording progress. At the end of each unit children's progress is assessed against the learning objective.

Race Equality

We will promote race equality through providing positive images and a balance of art/artists from a range of cultures.

Equal Opportunities and SEN

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds. Teachers must take account of particular groups or individuals where there may be potential barriers to learning (SEN, disability or EAL) and make provision, where necessary, to enable them to participate effectively in the curriculum and assessment activities.

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

- Alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent
- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first-hand experiences and to allow pupils to explore an idea or theme
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials
- Help to manage particular types of materials to which they may be allergic

Health & Safety

Children are given adequate supervision and taught to use tools and techniques with regard for the safety of themselves and others, and in accordance with the school's Health and Safety policy. Tools and materials must be stored appropriately.

Monitoring and Evaluation

Regular monitoring and evaluation of the planning, teaching and learning of Art is undertaken by both the art co-ordinator and the Senior Management Team.

Links with other areas of the curriculum

Art and design provides visual, tactile and emotional responses and experiences linking to other areas of the curriculum, e.g.

Literacy through speaking, listening, responding to stimuli, through drama characters and emotions.

Numeracy links through shape and space and pattern.

Science links to children's learning about materials and changes that occur in them, growth, 'ourselves', materials.

Geography links through building and the local area.

History links through study of local area and what homes were like in the past and also looking at artefacts.

Design and Technology links through using tools and exploring materials and creating designs.

Music links to children's listening to and responding to music.

ICT links to creating pattern, shape and design.

Religious Education is linked through looking at artefacts and through exploring attitudes and beliefs different to their own.

PHSE links through exploring, learning and respecting the differences and similarities between people and through sharing their opinions on things that matter to them.

Resources

Art resources are located in the Art cupboard and are managed by the co-ordinator, although corporate responsibility should be taken for its tidiness. Each class has a range of consumable and non-consumable resources kept within the classroom and managed by the class teacher. At the end of each year all stock is audited. Class Teachers should inform the Art Co-ordinator if stock supplies are low or if specific items need to be ordered, in advance of the time they are needed.