



Art and Design Policy

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Downview School: Art and Design Policy

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 allows children to communicate what they see, feel, think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their own environments through art and design activities. They explore ideas and meanings through the work of artists, sculptors and designers. Through learning about the roles and functions of art and design, 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 and designs enrich all our lives.

Aims

- To enable children to record from first-hand experience and from imagination and select their own ideas to use in their work and design.
- To develop creativity and imagination through a variety of complex activities.
- To improve children's ability to control tools, materials and techniques.
- To increase their 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, designs and knowledge of artists and designers.

Teaching & Learning - Strategies for the teaching of Art and Design

The school uses a variety of teaching and learning styles and the Kapow Art scheme in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding as well as evaluating and developing their work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performances as models for other children. They encourage children to evaluate their own ideas and methods and the work of others and to say what they think and feel about them. We give children the opportunity to work by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT. Wherever possible, cross-curricular links are incorporated in Art and Design lessons.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all the children. We achieve this through a range of strategies:

- Setting tasks of increasing difficulty, where not all children complete all the tasks.
- Mixed ability grouping with provision for extension and enrichment.
- Providing a range of challenges with different resources.

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

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Art and Design.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of Art and Design and suggest new approaches and ideas to enhance the pupil's experience.
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of Art and Design.

Assessment

We assess the children's work in Art and Design.

Teachers record progress made by the children against the learning objectives whilst observing them working during lessons. End of unit assessments will target specific components of knowledge or skills through lessons. The teacher records the level that each child has reached and then uses this to inform future planning. This method of recording enables the teacher to make an annual assessment of progress for each child, as part of the child's end of year report to parents. We pass this information onto the next teacher at the end of the year.

Children are encouraged to assess and evaluate their own work and that of other pupils. This can help them appreciate how they can improve their performance, and what their targets for the future are.

Adaptation of the curriculum

Teaching in Art and Design at Downview takes into consideration the fact that all children will develop their ability to create images and to learn and apply skills at different rates. Adaptation of the activities may be open ended and planned related to outcome enabling pupils with differing abilities to succeed. Individual children will be supported through questioning, scaffolding and through support from the teaching staff to enable them to experience success.

We teach Art and Design to all children, whatever the ability and individual needs. Art and Design at Downview forms part of our school curriculum policy to provide an ambitious, broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of all children. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents and of those with English as an additional language.

We enable pupils to have access to the full range of activities involved in learning about art and design. Where children are to participate in activities outside the classroom for example a visit to an art gallery or a neighbouring school, we carry out a risk assessment and inventory prior to the activity, to ensure that the activity is safe and appropriate for all pupils. All pupils at Downview have equal access to the facilities available, regardless of gender or nationality. When working in groups the teacher ensures that children take turns and share the equipment fairly. Teachers also give pupils opportunities to work individually to complete tasks by themselves.

Resources

We have a wide range of resources in individual year group to support the teaching of Art and Design. The Art Coordinator is in-charge of some central stock that needs to be shared around school.

Sketchbooks are used in Reception to Year 6 to regularly record, collect and explore ideas and images and other information relevant to the current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes. It is essential that all children use the sketch book in a similar format.

The contents of the sketchbook could include:

- A record of what has been seen.
- Preparatory studies for further work.
- The development of ideas for further studies.
- A record for basic skills development.
- Photograph and other illustrative material to support ongoing work.
- Colour scheme and trials.
- A record of observations seen outside the classroom which will be used to reference material for further work.
- Details of something that will be drawn or painted.
- ICT prints and image manipulation.

Health and Safety

Staff are knowledgeable about relevant aspects of Health and Safety and are confident in managing and maintaining a healthy and safe work environment. Staff identify hazards and assess risks, and determine how best to minimise, remove, or control such risks within indoor and outdoor environment.

Monitoring and Evaluation

Art and Design is a foundation subject in the National Curriculum. At Downview School we use the national attainment targets as basis for our curriculum when planning in Art and Design. We adapt our termly or half-termly topics based on the progression of skills document and the Kapow Art scheme.

We carry out curriculum planning in Art and Design in 2 phases: long term and short term. Our long term maps out the themes and skills covered in each term during each key stage. Our subject leaders monitor and collaborate with teaching colleagues in each year group.

Our medium term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of the work across the term. The subject leaders are responsible for reviewing these plans.

Class teachers complete a weekly plan for each Art and Design lesson they teach. These list the specific learning objectives and expected outcomes, and give details of how to teach the lessons. The plans also include the skills that children will develop. The class teacher is

responsible for these plans and uses them to support each lesson. These plans can be discussed with the class teacher and subject leaders on an informal basis.

We plan the activities in Art and Design so that they build on the prior learning of the children. While we give children of all abilities the 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 as they move up through the school.

The monitoring of the standards of the children's work and the quality of the teaching in Art and Design is the responsibility of the subject leaders. The work of the subject leaders also involves supporting the colleagues in their teaching, being informed about current developments in art and design and providing the strategic direction for this subject in the school.