

Wallsend Jubilee Primary School Art and Design Policy



Updated: January 2017

This policy sets out the current provision for Art and Design at Wallsend Jubilee primary school, in accordance with the National Curriculum 2014. It will set out the aims, entitlement, planning, teaching, management as well as assessment and recording arrangements at Wallsend Jubilee Primary School.

1. Aims and objectives

1.1 As stated in the National Curriculum: Art and, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

1.2 In accordance with the revised National Curriculum 2014, at Wallsend Jubilee we aim to ensure all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

1.3 At Key stage 1, our pupils will be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

1.4 At Key Stage 2, pupils will be taught

to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

2 Teaching and learning style

2.1 At Wallsend Jubilee we use 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 computer technology.

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;
- at times 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 Wallsend Jubilee Primary School we use the National Curriculum 2014 skills as the basis for our curriculum planning in art and design, ensuring coverage of all the key areas within art and design.

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.

3.3 Our medium-term plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

3.4 Class teachers complete a weekly plan for each theme lesson, which should incorporate art and design. These highlight specific learning objectives and outcomes for each lesson.

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 foundation stage, as part of the Foundation Stage 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 Computing

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 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 needs.

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, and 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 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 may note the progress made by children against the learning

objectives for their lessons, but most of these observations will not be formally recorded. The teacher makes 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 Evidence for Art and Design will be gathered in a variety of ways, and will be monitored by the Art and Design curriculum leader. Evidence is recorded in topic books in the form of children's work and photographic evidence.

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 cupboard. Resources are kept organised by the curriculum leaders and a resource audit is carried out to ensure that resources are kept up to date and available to support teaching and learning.

9 Monitoring and review

9.1 The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of curriculum leaders and the headteacher. The governor coordinator for Art is also involved in the monitoring process. The work of the coordinator 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.

10 Celebration of Success

10.1 At Wallsend Jubilee we feel it is important that children's success in Art is acknowledged and celebrated appropriately. This will be done through displays in classrooms and around school. The subject coordinator monitors Art displays with school and keeps a record of work displayed within a file which is updated each term.

11 Health and Safety

11.1 Staff should ensure that all children are aware of health and safety guidelines regarding the use of art and design equipment, tools and materials. Staff must ensure they have modeled the safe and correct usage of all tools and equipment prior to the children's use.

Policy Agreed by Staff and Governors:
Review Date: