



Individually Strong, Collectively Stronger

Art and Design Policy



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ART AND DESIGN POLICY

INTRODUCTION

At Allen Edwards we believe Art to be important both for its own sake and for its central role, both in enhancing the whole school ethos and as a means for learning across the whole curriculum. Art is a unique visual language through which children can organise and communicate their responses to experience. Art and Design combines the development of concepts and ideas with the exploration and education of feeling, educating the whole child. There are two strands in art education: creative and evaluative. We are committed to equal opportunities for all children to access the curriculum through both these strands.

AIMS

In our work in Art we aim to create an environment and provide opportunities for the children to:

- Learn to communicate ideas, opinions and feelings through developing the use of a visual language.
- Build self-esteem and confidence through developing the creative process of making their own art, and developing observational and investigative skills from first hand experience.
- Develop creative and technical skills using a variety of tools, materials and media.
- Learn about the importance to society of the artist, craftsperson and designer, and the impact they make on the environment.
- Appreciate and evaluate work of their own and others.
- Foster an enjoyment of the visual arts and pleasure in their own creativity.

TEACHING AND LEARNING

Art and Design is a foundation subject in the National Curriculum. In accordance with the programme of study, teaching of Art and Design at Allen Edwards covers the following strands:

- Investigating and making
- Exploring and developing ideas
- Evaluating and developing work

Knowledge and understanding should inform this process.

All teachers must teach 3 Art and Design units a year. Due to the new initiative to link all learning to a chosen theme that is planned in for each term and to therefore make even closer cross curricular links with literacy, science and theme work, as well as all the other subjects in the curriculum, it has been decided that teachers can invent their own units of work in Art and Design. This is, as long as they can clearly prove that they are hitting the National Curriculum strands mentioned above. It is believed that this opportunity for greater creative freedom will result in more exciting artwork throughout the different key stages and better inform the learning in all the other subject areas. The order that the units of study are to be taught in is to be agreed on by senior management and the year group teachers involved. Every effort is to be made to ensure that the units of work support the learning in all the other curriculum areas being taught.



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Strategies include:

- Teacher directed learning activities planned for continuity and progression.
- Self-directed or negotiated activities with the opportunity to work at their own pace, making choices about content and direction of their work.
- The teaching of skills separately before used in a context to ensure progression within the curriculum.
- The use of first hand experiences in observation, promoting questioning and visual awareness.
- The development of an art vocabulary in order to discuss and evaluate work.
- The valuing of process as well as product, spending time on mixing and testing colours, making notes and use of sketchbooks for example.

EQUAL OPPORTUNITIES, SPECIAL NEEDS AND DIFFERENTIATION

We interpret art as art, craft and design from a variety of cultures in order to ensure a broad and balanced curriculum. All children should have access to the art curriculum and feel confident in their own gender, race and ability, both through the experiences we offer and the range of materials provided.

WE SEEK TO DO THIS BY:

- Recognising different levels of ability and stages of development, we can differentiate by outcome, by the use of different materials and activities, and by the level of support given.
- Children whose progress falls significantly outside the expected range may have special needs and can be helped significantly with their learning through Art and Design, and planning with their IEP targets in mind.
- Children who have more than one language and are learning English for the first time can benefit enormously from the use of visual learning and the opportunities provided by practical tasks, and collaborative activities.
- Care is taken to ensure that materials provided include colours for a wide range of skin tones, and resources that include arts and crafts from around the world.

PLANNING

Allen Edwards uses the National Scheme as the basis for its curriculum planning in Art and Design. However, planning is now even more closely linked to the particular theme that is being studied by a year group in any given term. Therefore, all work will be of a strongly cross curricular nature. Where possible we use the local environment as starting points for aspects of our work. We also link in teaching from visiting artists who may come into school to deliver a workshop, or be sited at a gallery to be visited. This is usually arranged via the Art Coordinator in consultation with class teachers.

Long term planning comes in the form of the curriculum yearly maps and illustrates all of the cross curricular links. Skills and media are plotted throughout the year to show coverage and progression.

Medium term plans are to be written in an adequate amount of detail and can take ideas from the QCA units. However, teachers will also work on developing these plans so that they strongly link in with the main theme that is being taught that term. This will ensure that the cross curricular links are sufficiently enhanced.

Short term planning will be in response to how children are learning, highlighting skills that may need more coverage and additional resources that may therefore be needed. Short term planning may also include any spontaneous learning that deems necessary along the way.



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Planning is to be checked by the subject co-ordinator at the beginning of each term. It must be available and on the computer system no later than the Friday of the first week. In addition, written feedback on planning is to be given every 2 terms. If there are any discrepancies evident in the planning a re-visit will be organised a week later by the subject leader to make sure that any problems have been rectified.

ASSESSMENT AND RECORDING

All teachers will have a class scrapbook which will display the children's work for each unit taught. Formative assessments about the children's work will be able to be made through observation, and collecting samples of work from each unit. The progression of skills and experience taught each class can therefore be tracked by looking at all the class scrapbooks which have the children's work recorded in them. Where 3D work is made photographs will show the breadth of work covered.

Each class scrap book must include:

- The yearly curriculum map overview.
- A heading and some brief blurb on the unit being taught.
- 3 examples of children's work or photos of work – 1 top, 1 middle and 1 lower.
- 3 children's evaluations of the unit - 1 top, 1 middle and 1 lower. (Could be the same children whose work is already included.)
- The unit assessment showing where each child's learning is at, including the teacher's comment on what particular skills the child has learnt and the nature of their progress in more detail.
- Photos of any displays with some brief blurb about it.
- If appropriate a note of materials covered, artists studied and organised visits.

At the end of each unit, teachers assess each child on their abilities in line with the QCA descriptors that outline the extent of a child's learning at 3 distinct levels of attainment. These assessments are also in line with the Learning Intentions for that project. Teachers can then use this to make annual assessments on the Reports system we use for their parents.

Children are encouraged to use sketchbooks throughout Key Stage 2 which also shows development of skills and progression of ideas and abilities. These are used as a place to record work and keep photographic evidence. At least one visual record of work covered during a unit must be included in each child's sketchbook. Where possible this would ideally be the final piece completed at the end of a unit but this may not always be possible. Along side of this, the unit assessment should be included with the teacher's comment on as mentioned above. In addition, teachers make assessments about the children's work by observing them during lessons. They mentally note developments and include written notes when annotating their plans, often recording key points illustrating the progress of pupils against the learning objective for that lesson.

Inset opportunities to build confidence for teachers' abilities in teaching and assessing art are an ongoing requirement of the school, in order to encourage consistency of practice and an understanding of how children's learning in Art and Design progresses.

MONITORING

The monitoring of the standard of children's work through the school is the responsibility of the Art Coordinator. This involves:



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- Providing support in planning and teaching to colleagues.
- Monitoring the materials used and skills covered in planning.
- Keeping updated on the curriculum developments for Art and Design and feeding back to teachers.
- Ordering, organising and disseminating resources within the budget.
- Coordinating display areas and giving support where necessary.
- Monitoring teaching through observation and discussion.

CROSS-CURRICULAR LINKS

Cross Curricular planning is now part of the 'Themes' scheme of work being developed in the school. The nature of Art and Design means it is often a vehicle for learning across the observational drawing, maths through study of shape and measure, and literacy through many paths, especially vocabulary development and imaginative and creative narrative to pictures and visual stimuli all around us. Often we can link paintings and artefacts to historical or geographic learning, and through them develop children's own responses through drawing, painting and 3D work. At Allen Edwards we use these opportunities whenever appropriate.

THE FOUNDATION STAGE

We encourage creative work in the Nursery and Reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to objectives set out in the Early Learning Goals, and the Framework for Early Years Foundation Stage, which underpin the curriculum planning for the 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 leaps and connections between one area of learning and another.

RESOURCES

Our school has a wide range of resources to support the teaching of Art and Design. Classrooms have a range of basic resources and are audited and maintained by the class teacher each term through a request for top-ups of consumable or damaged things from the coordinator.

Display papers and bordering are located in the Art Resources room in the cupboards by the door.

3D materials and tools are also kept centrally and a list of other resources is available to each teacher.

To deliver the AT2 area of the curriculum, there are posters, collections and Art packs of reproductions located in the central Resources Room. Each classroom has an interactive whiteboard linked to the internet where there is an infinite range of websites and images available to show, print and research about artists related to each art project.

There is a separate policy for display.

It is the responsibility of class teachers to promote the respectful use and care of resources through modelling, and in returning equipment borrowed centrally.



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HEALTH AND SAFETY

All tools and materials should be safely organised and children taught to treat them with care, avoiding contact with eyes or mouth. The use of cutting tools should be supervised. We aim not to purchase any toxic items and to keep the use of aerosol fixative to a minimum, and away from children. The safety of children in all subjects is the responsibility of the class teacher.

VISITS

Each class must go on one gallery/museum/other visit a year to help inspire children in their learning of one Art and Design. Visits to galleries, museums or artists' studios are usually arranged by the class teacher. They must follow the recommended guide lines for visits in general, which states that a risk assessment must be done for the journey and destination a couple of weeks in advance. All travel arrangements also need to be secured a couple of weeks in advance. Permission must be granted by the parent/carer of each child going, and it must be arranged for the required number of adults per child ratio to be present. (This can be confirmed by the Headteacher).

Signed by: Natasha Lloyd

Last Reviewed: October 2017

Review Date: October 2019

Headteacher Signature: Louise Robertson