



**Weobley
Primary
School**

Art and Design Policy

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Reviewed by:	Amanda Gammond- Subject Leader
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1. Our Mission

'A safe, happy learning environment where everyone is valued'

- The staff at Weobley Primary School are committed to working together to contribute to the healthy growth and development of all our children.
- We aim to create an atmosphere of care, trust and respect in which children feel nurtured, encouraged and valued and staff feel supported by one another.
- Through a stimulating and broad curriculum, we embrace the diversity of cultures, race and social backgrounds.
- We aim for each child to reach their full potential, to be confident and to develop a positive attitude towards their own learning.
- We will provide a wide range of learning opportunities for the children; encourage them to value their own achievements and to celebrate the success of others.
- Our high expectations for achievement include good behaviour, tolerance, cooperation and fairness.
- We welcome active involvement of parents and carers in the life of the school and recognise their vital role in laying the foundation of their children's educational development.
- This partnership is extended to the wider community, where strong, mutually beneficial links are valued.

2. Our Intent

A pupil of Weobley Primary School will:

- have high quality, purposeful art lessons that excite and enthuse; developing a life time love of creative expression.
- gain an appreciation for the natural beauty in Herefordshire and the surrounding area using this and links with local artists, designers and craftspeople as inspiration for creative work.
- Take part in local art initiatives
- Develop their spiritual, moral, social and cultural development through thought provoking creative activities

3. Implement of the Curriculum

What does our Art and Design curriculum look like?

Our Art and Design curriculum is accessible to all and provides children with opportunities to develop their skills using a range of media and materials. Pupils will be taught in line with the National Curriculum 2014 and opportunities for teaching Art and Design as part of a cross curricular approach will be encouraged where possible. It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Children should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

Pupils within the foundation stage should be taught:

- To explore and use media and materials: children sing songs, make music and dance, and experiment with different ways of changing them. They safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To be imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role-play and stories.

By the end of Key Stage One pupils should have developed skills in the following areas:

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

In Key Stage Two pupils should develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. By the end of Key Stage Two pupils should be able to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Learn about great artists, architects and designers from history.

The teaching and learning of Art and Design will be varied and will be the most appropriate method to address the learning outcome of the lesson.

Children will be taught and will work:

- As a whole class
- In groups (sometimes differentiated by ability)
- In pairs or individually

Time Allocation

Art and Design should be taught for 19 hours over the course of a year. To ensure Art and design is taught in the best possible way, class teachers are given flexibility as to how they allocate this time throughout the school year. For example, this may mean a subject is taught in a block over the course of a week rather than for a short period every week or it may be paired with another subject and each subject taught for half of the term.

Cross-Curricular Opportunities

Early Years Foundation Stage

We relate the creative development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils in Reception. The pupil's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages pupils to make connections between one area of learning and another thus extending their understanding. We provide a rich environment in which we encourage and value creativity. Pupils experience a wide range of activities that they respond to, with imagination and enjoyment.

English

Art contributes to the teaching of English in our school by encouraging pupils 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 pupils, and to say what they think and feel about them. As it becomes age appropriate, the children are encouraged to discuss a rationale about their work. They are encouraged to use English stimuli for Art.

Mathematics

Art and design contribute to the teaching of mathematics in our school by giving opportunities to develop pupil's understanding of shape and space through work in two and three dimensions. Careful use of symmetry and measuring also gives our art a cross-curricular link.

Humanities

Children are taught to gain an appreciation of art and design through history and how it has shaped the world we live in today. Studying art and design from the past gives children clues about the period in time the work was produced in such as materials and style used. Children can also gain an insight into the culture in which the work was produced, for example by studying representations of human form. Artwork from different periods allows children to learn about different perspectives, events, situations and people from history.

Personal, social and health education (PSHE) and citizenship

Art contributes to the teaching of some elements of personal, social and health education and citizenship. The pupils 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.

Spiritual, moral, social and cultural development

The teaching of art offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils 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 pupils and encourages them to collaborate and co-operate across a range of activities and experiences. The pupils 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.

Extra-Curricular Opportunities

There are clubs that run at different points in the year that provide opportunities for developing and refining skills in art and design, such as sketching club for Key Stage Two or craft club for Key Stage One. We aim to engage in creative activities that are organised within the wider community such as the Hereford College Art Competition or the local church.

Inclusion and Equal Opportunities

Activities are carefully planned by the class teacher and will be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in Art and Design will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their experiences in the subject.

We recognise that in all classes, children have a wide range of ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways which include, but are not limited to:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks for each group
- grouping children in mixed ability groups
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children

Resources

Central stores of materials are located in the art cupboard. All techniques can be equipped, and advised upon by the art coordinator. The art coordinator is responsible for ordering or resourcing any gaps, when made aware of resources that are needed by class teachers and staff are responsible for letting the art coordinator know when a particular resource needs to be ordered.

Health and Safety

With any practical activity there is an element of risk, however, this can be kept to an acceptable minimum as all school staff educate the children around the safe use of tools, equipment and art and design processes. By frequent reference to safety expectations, a high standard of safety awareness can be attained creating harmonious conditions conducive to learning. All teaching staff should determine the appropriateness of resources based upon the age and needs of their class. If they are unsure of this, they should seek guidance off the Art and Design coordinator. Certain resources such as craft knives are stored behind a locked door to ensure the safety and wellbeing of all of the staff and children.

Further Information

Further detail of the Art and Design curriculum can be found in the following three documents:

- National Curriculum for Art and Design 2014
- Subject Map – Art and Design
- Year Group Subject Map – Art and Design

4. Impact

Our Art and Design curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling, and explaining to aid retrieval at the beginning and end of a lesson unit. This will enable all children to alter their long-term memory and know more, remember more and do more as artists and designers.

Assessment

Each lesson in Art and Design gives the children the opportunity to self-assess their confidence in the lesson's objective. Self-assessments are compared with the teacher assessments and a decision is made as to whether the whole class, a small group or individuals need further support in this area. This additional support is either delivered by the class teacher or teaching assistant.

5. Role of the Subject Leader

Monitoring

Monitoring is carried out by the Subject Leader, supported by the Head of School and Lead Teacher in the following ways:

- Informal discussions with staff and pupils
- Work sampling
- Classroom observations
- Assessment folder observations

Training

Any staff training needs identified through monitoring will be organised by the Subject Leader in conjunction with the Head of School and Lead teacher.

Evaluation and Review

This policy along with the Subject Map and Year Group Subject Map are reviewed annually by the Subject Leader. A Subject Action Plan is also produced each Autumn term, at the same time, the previous year's action plan is reviewed.