

Little Aston Primary Academy Art and Design Policy 2018

Rational and Purpose

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in a variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and criteria. Children work individually and within a group to develop social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Where appropriate it is linked to other areas of the curriculum and gives children opportunities to make links in their learning.

Aims

Art and design teaching at Little Aston Primary Academy aims to ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum
- Have opportunities for first hand experiences of producing creative work using age appropriate techniques/materials e.g. drawing, painting, sculpture
- Become visually literate: to use and understand art as a form of expression and communication
- Develop an understanding of the language of art through the introduction of visual elements
- Develop imagination and creative skills by exploring their ideas and recording their experiences
- Develop technical skills working with a range of good quality materials for 2D, 3D and craft work
- Develop their aesthetic awareness and the ability to make informed judgements about the work of artists and designers both local, national and from a wide cultural, social and historical context
- Develop the ability to articulate their responses to feelings, senses and emotions about their own work and that of others.
- Value the contribution made by artists, craft workers and designers.

Teaching and Learning

Art teaching should ensure that each child reaches an appropriate standard in art. To achieve this, teachers need to:

- Use a variety of approaches that are matched to the activity and the ability of the children
- Plan lessons that allow for children to develop their techniques and skills in a sequential way
- Incorporate knowledge and understanding of great artists, craft makers and designers and understand the historical and cultural development of their art forms
- Children are given opportunities to develop their art in skills in both isolation as well as providing opportunities for them to apply these skills in their work in other subject areas.
- Plan sessions for children to work individually, in pairs and in groups
- Plan a programme of art study that encourages children's development of personal and social skills
- Teach appropriate language in relation to the work they are doing
- Allow time for children to evaluate their work and the work of others
- Make appropriate links and use of computers
- Ensure that issues of health and safety are considered and addressed in their planning i.e. tools/clothing

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in Art and Design. These early experiences include investigating and using a variety of media and techniques.

We provide a range of experiences that encourage exploration, observation and discussion. These activities attract the children's interest and curiosity.

Organisation

Art and design within the school is linked to our self designed creative curriculum. Teachers ensure that links are made between art and design and other areas of the curriculum. This allows children to make links in their learning and utilise the skills they learn through art in work they complete in other subject areas. Due to the nature of art sessions, it is often more practical to block work over a longer period of time (e.g. over an afternoon) and the flexibility of the creative timetable allows teachers to do this. Teachers are also able to block a whole unit of artwork over a week or two allowing children to study an aspect of art in length and depth rather than sporadically over a whole term. 3 Art units will be delivered in a year. The Art and Design Technology operate on a rolling cycle.

Sketchbooks

All children are provided with a sketchbook to regularly record, collect and explore ideas and images relevant to their ongoing work in art and design. These sketchbooks are handed up through the school enabling both children and teacher access to a working record of each child's progress in art.

Inclusion

Teaching in art and design should address the fact that all children will develop their ability to make images and to learn and apply their skills at different rates. Differentiation is therefore a key issue. Individual children will be supported by relevant questions by the teacher that are targeted to challenge and extend their thinking. Tasks are often open ended allowing children to develop their skills and confidence at a level that is appropriate for them. Other tasks are differentiated at the planning stage so that teachers can set work specifically targeted to the needs to individuals of groups of pupils. Children who demonstrate a particular talent in art and design are added to our gifted and talented list and teachers plan to meet the needs of their children. Teachers ensure children with special needs are catered for in the planning and teaching of art and design and that the planned programme encourages these pupils to develop their self esteem.

Role of the co-ordinator

One teacher within the school is given responsibility to oversee teaching and learning in art. This teacher shall

- Produce and update as necessary the art policy

- Complete the school improvement plan for art and design and ensure that targets are met and appropriate changes in practise are put into place across the school.
- Co-ordinate, purchase and organise the resources for art and design
- Attend relevant courses and updates in art and design and feedback new information to staff
- Monitor teaching, learning and assessment in art and design across the school

Monitoring, assessment and evaluation

On a regular basis children's work is assessed. For each unit, teachers will establish whether the children are working towards, working at the expected level or greater depth. After each unit of work teachers will give examples of working towards, working at the expected and working at greater depth to the Art co-ordinator in order for them to compile an in depth folder for moderation purposes. This folder will support staff when making decisions, in the future, of which level the children are working at. Work is moderated by members of staff in curriculum development group 2 to ensure consistency and to track progress across the school.

Health and Safety

The practical nature of art and design teaching and learning means that there are often health and safety issues to be considered and planned for. It is the responsibility of the teaching staff to ensure that these health and safety considerations are made and that pupils are trained from reception age to manage their art and design resources in a safe and appropriate manner. All art resources should be kept in a suitable place and any equipment that is unsafe for pupils to use independently (e.g. a glue gun) should be used only under strict supervision by a member of staff.