

BORROW WOOD PRIMARY SCHOOL



Art and Design Policy

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Adopted: March 2015
Approved: Staff

AIMS

At Borrow Wood Primary School we believe Art and Design is essential to prepare pupils to participate in tomorrow's rapidly changing world. Teachers engage, inspire and challenge children; encouraging them to experiment and develop their skills to invent and create their own works of art, craft and design.

We believe creativity is fundamental to learning as it helps children make connections between life experiences and the different areas of their lives, developing spiritual values and an understanding of different cultures. We expect Art and Design to provide a means of exploring, appreciating and understanding the world in which we live. We encourage all children to participate in, and develop an appreciation of Art and Design.

Art and Design stimulates creativity and promotes imagination. It provides a variety of visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, 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 enriches all our lives.

As children 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.

Regardless of race, religion, gender or different learning styles of children, we specifically aim to ensure that all:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft 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.

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;

- to increase their critical 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 an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

The Art and Design Policy has been updated to take account of changes made with the implementation of the National Curriculum 2014.

The main changes to Art and Design include:

- Textiles play a major part
- Mastery of drawing, painting and sculpture
- Maintain sketchbooks and focus on artists from history

TEACHING AND LEARNING

In school everyone is provided with a high quality entitlement education in Art and Design, within the statutory framework of the EYFS and National Curriculum. Art and Design, as with all areas of learning, is taught through a variety of styles, methods and processes, both as a discipline and through cross-curricular themes. It provides a means of communication, which is not bound by written and spoken language and allows children to practise with their whole personality, bringing together intellect and feeling. In Art and Design there is the freedom to express yourself without there being a wrong or right way to do it, the only boundary being your imagination. Art and Design is an area of the curriculum, in which all children take part and children who are visual and kinaesthetic learners can excel.

PLANNING

An overview of the Art and Design topics of work for both Key Stage 1 and Key Stage 2 can be found within the Long Term Plans for each year group. Planning is done using the National Curriculum Programme of study and other guidance that may be available.

Medium term planning is completed using the objectives from the National Curriculum. Teachers identify the learning objectives for each unit of work, matching possible teaching activities with learning outcomes and ensuring essential key objectives are covered at least once throughout the year. Cross-curricular links to other subjects are made in planning where applicable.

ORGANISATION

Art and Design is taught within year groups. The teaching uses a variety of methods and techniques to ensure children make progress and all children can access the curriculum. The provision of good quality teaching is fundamental to the achievement within Art and Design.

PUPILS WITH SEND AND MORE ABLE PUPILS

Through differentiation, Borrow Wood provides opportunities for high achieving children to extend their knowledge skills and experiences as well as support for children with SEND to access the art and design curriculum.

COORDINATION

The Art and Design subject leader is responsible for monitoring the standards of children's work and the quality and breadth of teaching. The subject leader supports colleagues in the teaching of Art and Design by informing them of current developments in the subject and by providing resources and a strategic lead and direction for the subject in school.

RESOURCES

A resource audit and purchase is carried out annually. Before new stock is ordered, teachers may request items based on specific needs for their future art lessons. There is a comprehensive, well-organised range of resources, stored centrally in the Art and D.T. cupboard.

ASSESSMENT, RECORDS AND REPORTS

The learning outcomes in each unit show how children might demonstrate what they have learnt. Pupils should be involved in actively evaluating their work and thinking about possible improvements. The actual work children produce will serve as a record of the achievement; therefore it is not necessary to make detailed records of each child in relation to the outcomes. However, teachers may wish to make notes about individual children's development.

Our school makes good use of display areas to stimulate, support and celebrate children's work, and to encourage children to learn and value the skills of presentation and display.

LINKS WITH OTHER SUBJECTS

Art and Design can be linked to most areas of the curriculum. Children who are visual and kinaesthetic learners can be encouraged to explore subjects using the medium of Art and Design. Examples where it can be used are; in maths for shape, pattern and symmetry; in PSHE for feelings and in science for healthy eating (fruit and vegetable printing).

USE OF ICT

Children are required to 'become proficient' in art skills and 'produce creative work'. High quality, meaningful learning experiences, which are provided for the children, can now incorporate the use of digital and emerging ICT technologies. The internet is regularly used for a source of information. Children are encouraged to research all areas of the curriculum, including art.

Many apps are available for IPADS such as comic strip creator. These can be used to develop creativity and enable the children to learn, using technology they relate to and are enthusiastic to use.

HEALTH AND SAFETY

Children are encouraged at all times to respect and care for their working environment, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy of use.

The general teaching requirement for health and safety applies in this subject.

Teachers will carry out a risk assessment before each activity, considering their tools, materials and equipment being used. Before undertaking practical tasks, children should be taught to use tools correctly in order to ensure safety.

EVALUATION

The subject leader is responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Subject Leader release time will enable them to fulfil their role, reviewing medium term plans, monitoring children's work and observing teaching in the subject.

EXTERNAL LINKS

Opportunities exist within Borrow Wood through the following links:

- A link with the local community through projects and productions, and being part of local community celebrations
- Out of hours opportunities, sharing and celebrating achievements in art, visits and partnerships with arts organisations outside of school . E.g. With Derby Museum
- A whole school approach to Take One Picture e.g. 'Mr and Mrs Andrews' by Thomas Gainsborough enriches children's awareness of Art in public spaces.
- Opportunities to experience a range of cultural images, artefacts and experiences to increase awareness of diverse styles and techniques
- Opportunities to work individually, in small groups and communally, developing a sense of group identity and togetherness, and the communication of ideas and feelings
- Opportunities for study with outside arts practitioners and visits to performances
- Opportunities for children to give feedback from visits, workshops, and activities
- Opportunities for ideas to be raised through the school council, and projects undertaken as a response
- Opportunities are available for children at home to investigate and practise skills, research information and use computing where possible
- Parents are an invaluable source of skills and information, and may be invited to demonstrate and teach their skills, or may indirectly share their skills through assisting with Art and Design lessons or attending parent events such as preparing for the whole school Yarn Bombing.

We continue to strive to provide innovative and stimulating experiences for all our pupils, staff and parents.

Legislation Reference:

Author:	Mrs KE Williams
Adopted:	
Reviewed:	3 rd December 2014
Next review due:	October 2017