

Art and Design Policy



DANE ROYD SCHOOL

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Art and Design Policy

Introduction

Purpose: The purpose of this policy is to describe our practice in Art and Design and the principles upon which this is based.

Aim(s): Art and Design is vital to all pupils' education and facilitates the development of their creative and aesthetic skills both through their own practical work and through the work of artists, craftspeople and designers from a wide range of cultures, contexts, times and places. We value and aim to develop their imagination, inspiration and their ability to think critically and develop a more rigorous understanding of art and design.

Wider school aims/ethos: This policy supports our school aim of 'To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation' and 'To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards'.

Consultation: This policy was written by Julia Borodina-Cox, Art Co-Ordinator.

Sources and references:

Primary School Curriculum for Visual Arts

Art and Design exemplar policy – Appleton Primary School

Health and Safety Education – Art for all ages 4-15

Procedures and practice

1. Roles and responsibilities

The Head Teacher will be responsible for:

- Reporting to the Governors about any monitoring that has taken place;
- Supporting the Art and Design Co-ordinator;
- Allocating the budget.

The Art and Design Co-ordinator will be responsible for:

- Reviewing and updating the Art and Design Scheme of Work ensuring progression throughout the school;
- Ensuring the effective teaching of Art and Design throughout the school;
- Planning and the delivery of the after school art clubs (see Appendix 1);
- Offering support and advice on possible teaching activities to all staff;
- Informing staff of relevant courses, to encourage personal professional development.

Class Teachers will be responsible for:

- Agreeing the order in which activities will take place;
- Including effective Art and Design teaching activities in their short and medium term planning, build skills up to achieve an end piece of work;
- Setting clear objectives, success criteria and assessing pupil's work;
- Ordering of art supplies or any resource requirements.

Teaching Assistants will be responsible for:

- Auditing, organising and purchasing Art and Design resources;
- Collating pupil's work;
- Mounting and maintaining exiting art displays within the classrooms and school corridors (see School Display Policy).

3. Aspects

Definition:

Art and Design at the school covers all visual art, crafts and design including drawing, painting, sculpture, textiles, printmaking, architecture.

Equal opportunities:

In planning work in Art and Design, all children should have equal opportunities in respect of gender, race or ability. Teachers plan carefully to extend learning of most able children and those with Special Education Needs. We encourage children to view the work of artists, crafts people and designers in order to develop their appreciation of the richness of our diverse world. This should include work in a variety of genres, styles and cultures in order to promote a multi-cultural awareness and positive approach towards equal opportunities in race, gender and ability.

Health and safety:

Staff will plan their work with regard to the health and safety of all pupils. Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. It is not always possible to remove all risks and hazards. However, risk assessments will always be carried out prior to the lesson and there is a range of risk assessments on the shared drive. The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways. There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use. Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task. Safety measures are necessary to the following: electricity; heat (water, steam and other substances); slippery surfaces, whether floors or working surfaces.

Wet cleaning methods will be used for removing clay for the same reason. The Art Co-ordinator will be consulted when staff are concerned about any health and safety aspects of an activity.

Planning:

Classroom teachers are responsible for providing long-term and medium-term planning.

The Art Co-Ordinator is responsible for providing long-term and medium-term planning of specialist focussed lessons.

Teaching:

Our Art and Design teaching should use a variety of teaching and learning styles, creating opportunities for independent learning and creative risk taking. Our principle aim is to develop the children's knowledge, skills and understanding through both direct teaching of processes and techniques and providing opportunities for challenging and open-ended tasks which allow children to apply their skills. We should ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. This is done best through collaborative group work as well as encouraging individual pupil research, investigation and response. Teachers should draw attention to good examples of individual performances as models for the other children. They should encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. There should also be opportunities for pupils to contemplate works of art and be challenged to respond to them through discussion and writing.

Specialist Art and Design teacher is delivering a variety of subject specific techniques on a carousel basis within each Year group in order to support Classroom teachers in their professional development and to ensure that children are inspired for acquiring further knowledge.

We value the benefits of a cross-curricular curriculum which allows children to consolidate and apply their knowledge in a range of contexts. As well as teaching the skills, attitudes and concepts within art in explicit lessons, careful planning ensures they are also applied in a range of contexts in cohesion with the topics being covered in class.

Teaching Assistants support classroom teachers, as well as work with individual children over certain tasks.

Organisation:

Across the school 1 hour of curriculum time per week is allocated to Art.

Time allocated for specialist teaching is 40 min per week at Key Stage 1 and slightly varies at Key Stage 2, 4-6 hours per term (see appendix 1).

Homework/parent partnership:

It is vital that parents take active interest in helping their children to develop a personal visual language, and they are assured of the value of their contribution. It includes setting short art activities at home with the children, perhaps based on a topic they are developing at school or on some significant event in family. Displaying and discussing their work at home helps to build confidence and may encourage children to develop their interest in art beyond school. Parents take part in special assemblies and displays that help to make children's art a prominent feature of a festival, an event or a celebration of students' achievements. They are also informed of programme developments through parent-teacher meetings and through the school newsletter.

Resources:

2D practical resources should include a variety of drawing, painting and printmaking materials and tools. A variety of coloured papers and surfaces should also be provided. 3D resources will include collage materials, scrap, textiles, modelling media, glues and tools for construction. Resources for the study of the work of artists, crafts people and designers should include class based references e.g. artefacts, books, prints, postcards, videos, web links and wider community based references such as museum galleries, cathedral, churches, buildings, sculpture trials, local artists, crafts people and designers. Resources used for the study of artists should be drawn from a broad range of traditions, cultures, time and places.

Classroom teachers are responsible for ordering art materials according to their annual and midterm plan requirements. The Art Co-Ordinator orders a list of resources that required for the specialist focussed lessons, including afterschool art clubs. Visual Arts TA, Mrs Hall, is responsible for all general art stock of paper and clay for the whole school.

Assessment:

‘Assessment in art should show how children are learning to perceive, explore, respond to and express their world through the curriculum strands’. In addition, ‘the manageability of assessment provide with useful information on pupil progress’. And finally, ‘Time given to assessment should be planned as an integral part of the lesson and should involve manageable administration work for the teacher’ (Taken from the National Curriculum).

Assessment is an on-going process brought about by:

- Discussion with children before, during and after working;
- Observation of children working (the child’s approach to and level of involvement with a task);
- The child’s contribution to group activity;
- The child’s expressive use of visual media;
- The quality of the child’s responses to art works, including written work (when appropriate);
- Work samples, portfolios and projects.

The base line test (drawing of a portrait) is set in the beginning of each year to identify current abilities.

Children’s progress will be reported at the end of each academic year to parents through the end of year report.

Monitoring and evaluation:

The delivery of Art and Design will be monitored throughout school using:

- Observations;
- Children portfolio of work;
- Book scrutiny;
- Pupil voice.

We recognise that our curriculum planning must allow for children to gain a progressively deeper level of knowledge and understanding and the opportunity to improve their skills in a variety of processes. This is achieved through careful tracking of how skills should build on each other as a child progresses through the school and expectations are fed into planning accordingly, with awareness of the particular needs of individuals or groups.

Our displays should reflect our commitment to providing a high quality learning environment and visual evaluation of recent projects. They should be kept up to date and the design and layout should involve pupils as much as possible.

Concluding notes

Monitoring and review:

The coordinator with responsibility for Art is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with staff and consideration of the evidence included in the subject leader portfolio. The Art Coordinator will report on this to the curriculum committee annually. The work of the subject coordinator will also be subject to review by the headteacher as part of our performance management arrangements.