

St. Botolph's Church of England School
Quarrington



Art and Design Policy

Introduction

The purpose of this policy is:

- To outline the Purpose, Nature and Management of the Art taught in our school.
- To provide support for the non-specialist teacher.
- To provide a framework for a whole school approach.
- To inform parents and governors about the teaching of Art.

The school policy for Art reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of the Head teacher and all the teaching staff.

1. Aims

- To stimulate creativity and imagination.
- To provide visual, tactile and sensory experiences and a special way of understanding and responding to the world.
- To enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.
- To encourage the children to become involved in shaping their environments through Art and Design activities.
- To provide opportunities for the children to learn to make informed judgements and aesthetic and practical decisions.
- To encourage the exploration of ideas and meanings through the work of artists and designers.
- To explore the impact Art has had on contemporary life and that of different times and cultures.
- To develop an appreciation and enjoyment of the visual arts.
- Our Christian Values are incorporated in the curriculum: Perseverance, Thankfulness, Truthfulness, Compassion, Respect and Friendship.
- British Values are incorporated in the curriculum: Democracy, Rule of Law, Mutual Respect, Tolerance, and Individual Liberty.

2. Objectives

- 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 use 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 introduce the children to the role of art, craft and design in their environment and look at similarities and differences in work of artists, craftspeople and designers from different times and cultures.

Implementation

Art and Design is implemented with a variety of approaches and emphases throughout the academic year. It is taught continuously as part of a broad and balanced curriculum following the scheme of work developed by the school. The scheme of work has been developed in line with the National Curriculum objectives and the Chris Quigley Education guide based around the progression of skills used across Art and Design.

3. Teaching and learning style

The school uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and making including exploring, developing and evaluating ideas. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of work, as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We provide children with the opportunity to work individually and with others on projects in two and three dimensions using drawing, painting, collage, print, digital media, textiles and sculpture. They use a wide range of materials and resources including ICT.

Equal Opportunities

All children will have access to activities and resources linked to the scheme of work and relevant to their developmental needs. All children will be encouraged to fulfil their potential as all children have equal entitlement to the Art and Design curriculum.

Differentiation in art is achieved through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all of the tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

4. Art and Design curriculum planning

Art and design is a foundation subject in the National Curriculum. At St Botolph's Primary School we use this as the basis for our curriculum planning in Art and Design. We have adapted it to the local circumstances of our school and the children's interests.

We carry out the curriculum planning in three phases; long-term, medium-term and short-term. Our long-term plan maps out the themes and skills covered in each term during the key stage. Our Art and Design subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans provide details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Class teachers plan for each art and design lesson. Consideration is given to the specific learning objectives for each lesson and how to teach the lessons. The class teacher keeps these plans and may discuss these on an informal basis with the subject leader.

We plan the activities in Art and Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work so that there is an increased challenge for the children as they move up through the school and revisit and build upon their skills.

5. The Foundation Stage

Elements of Art are delivered to the Reception children through the Foundation Stage Curriculum (Expressive Arts and Design) and are incorporated into termly topics, offering opportunities to develop their fine motor and manipulative skills through the use of a wide variety of tools, equipment and materials. The aim is to develop the pupil's creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. The pupils begin to understand colour, shape, space, pattern and texture whilst using them to represent their ideas and feelings.

6. Assessment and Recording

We assess the children's work in Art and Design whilst observing them working during lessons and at the end of a unit of work. Each term there is a focus on a different area of experience. Termly, class teachers assess the children's work and this can inform future lessons and teaching areas. These are recorded on our school assessment tool - Insight Tracking. Teachers will use this to make an annual assessment of progress for each child, as part of the child's end of year report to parents. This information is passed on to their next teacher too. As of the academic year 2024-2025, teachers will use the statements, which are aligned with the curriculum, on the new Art Curriculum Roadmap to make their assessments of the children.

Teachers use the following performance indicators/success criteria:

- Evidence of art and design work in displays, children's work and teachers' planning
- Evidence of learned skills and knowledge from observing and questioning children.
- Evidence of enjoyment and achievement by observing and talking to children about their work.
- Children's progress of the taught skills will be recorded in individual sketchbooks that will accompany them through the school.
- Art Curriculum Roadmap objectives to inform their assessments throughout the year

7. Resources

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic

resources, but we keep the more specialised equipment in the Art and Design storeroom.

8. Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The coordinator sets annual subject milestones in which she/he considers the strengths and weaknesses of the subject area and indicates areas for development. These are discussed with the Governor responsible for Art and Design.

Link Governor: Mr W. Newham

Art Coordinator: Mrs Sibley