

<b>Policy Title:</b>	<b>Art and Design Policy</b>	
<b>Date of Issue:</b>	05/11/2018	
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<b>Ratified by:</b>	Governors Policy Committee	
<b>Responsible signatory:</b>	W Blundell	M Maher
<b>Date of signature:</b>	05.11.2018	05.11.2018
<b>Outcome:</b>	<p>This Policy:</p> <p>Reflects the school values and philosophy in relation to the teaching and learning of art and design. It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment, and is designed to help them understand their role and responsibilities</p>	
<b>Cross Reference:</b>	<p>Assessment, Recording and Reporting Policy</p> <p>Computing Policy</p> <p>Homework Policy</p> <p>Online Safety Policy</p> <p>Single Equality Policy</p> <p>Teaching and Learning Policy</p>	

### **EQUALITY AND DIVERSITY STATEMENT**

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## ART & DESIGN POLICY

### I N D E X

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## Art & Design Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of art and design. It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching staff and support staff, school governors, parents and advisersinspectors as appropriate.

### **Mission Statement**

At Astley Park we believe every child matters and we value Art and Design because it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose.

It provides visual, tactile and sensory experiences and is a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think.

### **Aims**

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the children.

We will;

- Develop fine-motor skills.
- Provide opportunities for children to learn through their senses and to become aware of the world in which they live.
- Develop their visual skills and awareness of visual images.
- Develop creativity and imagination through a range of complex activities.
- Provide children with opportunities to express themselves in emotional terms through their art experiences, non-verbally as well as verbally.
- Develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- Ensure that children learn a range of pertinent skills so that they are able to develop an expertise in using both materials and equipment enabling them to create pieces which reflect the realisation of their ideas.
- Develop the children's understanding and appreciation of the work of artists, crafts people and designers and apply this knowledge to their own work.
- Provide opportunities for studying historical, cultural and religious art.

### **Objectives for Teaching and Learning**

All our pupils carry statements of special educational need, and we cater for pupils from age 4 - 16. Pupils are taught art and design in Key Stages 1, 2, 3 and 4. Learners in all Key Stages will have opportunities to experience art & design as part of their

creative curriculum. Pupils will work at levels appropriate to their ability, and progression will be in very small steps, with much over-learning and reinforcement.

The following objectives are intended for all children in school. However, attainment levels will be dependent upon the age and ability of the children. Progression and attainment will be recorded in accordance with current school policy and monitored using B Squared. Individual targets for each child and level should be directly linked to B Squared statements.

By the end of Key Stage 4 most children should be able to:

- Record from first-hand experience and from imagination.
- Select their own ideas to use in their work.
- Demonstrate an ability to control materials, tools and techniques.
- Show increasing confidence in the use of visual and tactile elements in their work.
- Respond to and appreciate a variety of visual and tactile arts and demonstrate some knowledge of artists, craftspeople and designers.
- Demonstrate an increasing critical awareness of the roles and purposes of art and design in different times and cultures.

## **Curriculum and School Organisation**

### Primary Department:

#### Foundation Stage;

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

#### Key Stage 1 and 2;

Art and Design is a foundation subject in the National Curriculum. The primary department adheres to the programme of study with regard to the breadth of study and knowledge, skills and understanding currently contained within the Primary National Curriculum. Art and design objectives have been mapped across the primary curriculum and themes currently being studied in the department to ensure National Curriculum coverage.

## Secondary Department:

### **Key Stage 3;**

Art and Design remains a statutory requirement in KS3. The department adheres to the programme of study with regard to the breadth of study and knowledge, skills and understanding currently contained within the Secondary National Curriculum. Most pupils in Key Stage 3 will have an individual sketch-book for recording, exploring, reflecting and responding as set out in the National Curriculum document.

As with the primary department, art and design objectives have been mapped across the secondary curriculum and themes currently being studied to ensure National Curriculum coverage.

### **Key Stage 4;**

Art and Design is non-statutory in KS4. However, it is still a valued subject and learners are given the opportunity to access art and design explicitly through our World Studies curriculum and discretely through cross curricular lessons and activities. Pupils who show an interest or skill in this area have the option to study Art in greater depth and gain AQA Unit Award accreditation.

## **Planning**

Curriculum planning is half-termly. It is used to set clear, achievable goals matched to pupils' own abilities as well as ensuring progression, breadth, continuity and subject coverage throughout the school. Planning is the responsibility of individual class teachers and should be available on the school network.

We plan the activities in art and design so that they are relevant to the themes and build upon the prior learning of the children. We strive to ensure learners of all abilities have the opportunity to develop their skills, knowledge and understanding. We also build planned progression into each Key Stage, so that there is an increasing challenge for the children as they move up through the school.

We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our medium-term plans give an overview of each cross-curricular theme detailing coverage and teaching activities. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

## **Time Allocation**

Specific curriculum time allocated to Art and Design is calculated as a percentage of the school week. It should be incorporated in the cross-curricular lesson time allocation timetabled by class teachers and should ideally involve no less than forty minutes direct teaching time per week.

## Class Organisation and Teaching Styles

The school uses a variety of teaching and learning styles in art and design lessons. The methods employed will vary according to the age, ability and experience of the children and the concept being taught.

Art and design will be delivered in an interesting and stimulating way, making use of commercial materials, teacher-prepared materials, support materials, visits, equipment, visual aids, videos, television, computers etc, to maintain the pupil's attention and reinforce learning/development.

Our principal aim is to develop the children's knowledge, skills and understanding in Art and Design. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance 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 give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

- Children should be given the opportunity to work individually in groups and as a whole class.
- Art may be taught in a cross-curricular way. However, if some techniques have not been taught, these should be taught separately.

When a new technique is being introduced it is sometimes desirable that a teacher should:

- (a) demonstrate the technique;
- (b) show a finished example - this could be something that another child has produced or that the teacher has produced. The latter is often a good idea so that the teacher can experience what the child has to do and so that they might foresee any pitfalls.

## Assessment, Recording and Reporting

Class teachers will plan appropriate work for their children in consultation with the schools long and medium-term plans for art. Class teachers will make short term assessments of each child's progress in art and design and keep appropriate records.

We assess the children's work in Art and Design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons.

At the end of the year we make a judgement against the \*B squared/National Curriculum levels of attainment (\*whichever is most appropriate to the learner and in accordance with the school ARR policy). This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by teacher observation is carried out, and statutory assessment at the end of KS1, KS2 and KS3 as required by the National Curriculum.

Parent's Evenings and 'Sharing Our Learning' sessions are held regularly, and parents are invited to visit school to discuss their child's progress. Annual reports are provided for parents, and all school leavers carry away a National Record of Achievement with summative assessments, observations and comments.

Records of pupil progress are kept in the form of samples of work, photographs and individual records of skills achieved - as set out by the co-ordinator. These provide a curricular record for each pupil.

#### The role of the co-ordinator

- To develop Art and Design within the school.
- To monitor the standards of teaching and achievement of skills.
- To provide support to staff.
- To ensure children's artwork is displayed and that displays are kept neat and maintained to a high standard.
- To contribute to and monitor long and medium-term plans and ensure that appropriate resources are available.
- To audit resources and consumables on an annual basis.
- To attend courses and pass on any new subject developments to teaching staff.

The subject leader's role involves general oversight (monitoring and evaluating) of the subject throughout school. S/he will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes which may affect the subject. S/he will develop the Policy and curriculum in consultation with the head teacher/staff/governors and recommend INSET as appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of Art and Design. The co-ordinator will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

## Accommodation and Resources

The main storage site for Art and Design resources in the Secondary Department is in the Art cupboard opposite the Y7 classrooms. Some resources and reference materials are housed in the main resource room also located within the department. In addition to this, the Primary Department and Nursery classes have their own small supply of brushes, paints, glue etc. Some classes have specific supplies relating to their cross curricular work located in their own rooms.

## Equal Opportunities

Teachers should ensure that pupils are presented with the work of significant artists, craft workers and designers of both sexes as well as work from a variety of ethnic backgrounds. Children should have the opportunity to have their own work put on display. Material may be selected from earlier or later stages in school's scheme of work when necessary, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in a context which is suitable to the pupil's age.

All pupils will have an equality of access to a broad and balanced Art and Design curriculum irrespective of gender, ethnicity, special educational needs or social circumstance. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study. All media and art processes will be explored by both sexes in order to counter issues of gender stereotyping. Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of others within a broader art context. It is the responsibility of the school in conjunction with the art co-ordinator to provide resources and media to ensure all pupils can access the curriculum.

- Left and right-handed scissors are provided
- Scissors which can be used by an adult and pupil to give support
- Hand hugger pencils
- Wide range of brush sizes
- A range of coloured paint, pencils and crayons to allow colour mixing for all skin tones.

## Community Cohesion and Liaison

External liaison;

The school through the art co-ordinator actively seeks to:

- Keep up-to-date on the use of Art in the curriculum.
- Liaise with the LEA advisory service and other agencies.
- Liaise with other schools and colleges.

## **Homework**

To be planned and set at the discretion of the class teacher and in accordance with the whole school homework policy.

## **Monitoring and Evaluation**

The Art and Design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in Art and Design in each year of the school.

It is important that children's success in Art is acknowledged and celebrated appropriately. This will be done through display in classrooms and around school.

INSET provision/needs for Art and Design will be ascertained through appraisal, review, change, external advice, School Development Planning, and prioritised by the co-ordinator through the Senior Management team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

Appropriate attention will be given to the role of display in the teaching of Art and Design. Displays should promote confidence and self-esteem and reflect the artistic development of pupils.

## **Display Boards**

All classroom display boards are to be maintained by the classroom teacher and support team. Display boards in community areas such as corridors and hall are to be planned and maintained in consultation with the head teacher and Art and Design subject specialist.

A two person display team will be responsible for backing boards and displaying work/photographs planned and given to them by the head teacher and Art and Design subject specialist.

Class teachers may 'adopt' display boards adjacent to their classrooms to showcase the work of learners but it must conform to the standards and general expectations of the head teacher and Art and Design subject specialist.