



William Fletcher Primary School

Where Everyone Counts

Art and Design Policy

William Fletcher School is a Rights respecting School, this policy reflects Articles 12 (freedom of expression), 14 (freedom of thought), 28 (right to education), 29 (goals of education) and 31 (leisure, play and culture).

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent, create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop 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.

National Curriculum 2014

1 Aims and objectives

1.1 Art and design stimulates creativity and imagination. It provides 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 on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The objectives 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 simple and more 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.

"Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality" (Bridget Riley)

2 Teaching and learning style

2.1 William Fletcher 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 understanding. We ensure that the act of investigating and making something includes exploring, developing and evaluating ideas and the end piece. We do this through a mixture of whole-class teaching and individual or 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 to say what they think and feel

about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

3 Art and design curriculum planning

3.1 We map out the skills and objectives to be taught in each phase of our school. These are a guide for teachers and are reviewed by phase teachers and the art co-ordinator on a regular basis.

3.2 Class teachers complete a plan for each art and design lesson. These list the specific learning objectives and give details of how to teach the lessons. The class teacher keeps these plans, and the class teacher and subject leader often discuss them on an informal basis.

3.3 We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 Sketchbooks

Children are encouraged to develop the habit of using their sketchbooks (or visual diary) for:

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,
- working out ideas, plans and designs,
- reference – as they develop ideas for their work
- looking back at and reflecting on their work, reviewing and identifying their progress.
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Sketchbooks move through the school as the children progress from one year to another, and across key stages. The sketchbooks will contain no mounted end-pieces.

5 The Foundation Stage

Art and design is a foundation subject in the National Curriculum. At William Fletcher School we use a creative approach towards our curriculum planning in art and design, linking our class projects with the current topic, whilst ensuring progression of skills.

5.1 We encourage creative work in the foundation class, as this is part of the Early Years Foundation Stage Framework. We relate the children's creative development 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 experiences encourages children to make connections between one area of learning and another, and so extends their understanding.

5.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

6 Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely. Children will be taught about potential hazards and how to manage these safely. Staff should be aware of the school guidance on Health and Safety, manufacturers advise on the products they use and other information as circulated.

7 Art and design and inclusion

7.1 We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We believe art is a means of communication, not bound by written and spoken language, and enables pupils with special needs of all kinds to develop a capacity for self-expression.

7.2 The art curriculum is available to all children regardless of gender and cultural background. A wide variety of art is used from different cultural traditions. These are used to support and give examples of different artistic styles and techniques. We welcome art from different religious traditions in order to further understanding, both of the religions themselves and the importance of art in various aspects of life.

7.3 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.

7.4 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

8 School and Community

As a community school, we welcome opportunities to develop links within the locality. We seek to encourage people with special talents to work within the school.

9 Assessment for learning

9.1 We assess the children's work in art and design while observing them working during lessons. Art is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

9.2 The sketchbook provides insight into the skill processes as taught by the curriculum and should be considered alongside end pieces in making any judgements.

9.3 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

10 Resources

10.1 We have a wide range of resources to support the teaching of art and design across the school. Essential resources (paintbrushes, water pots, selection of paints, aprons) are stored in the classroom or shared between classrooms.

11 Monitoring and review

11.1 The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget, planning and sketchbooks annually.

Policy Name	Art and Design Policy
Frequency of review	3 years
Reviewed on	March 2018
Reviewed by	Teaching team
Next review date	March 2021