

St Andrew's CEVC Primary School, Great Yeldham

ART AND DESIGN POLICY



Reviewed by Sarah Houghton
January 2011

St Andrew's C of E (VC) Primary School
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RATIONALE

The pursuit of art and design can be a pleasurable, creative, stimulating, absorbing and rewarding process. It is triggered by a child's innate desire to express their reactions to the world by making marks, thus visual responses are made. By providing a rich, varied and stimulating curriculum, pupils will have opportunities to build skills, experiment with materials and techniques and develop a vehicle for their expression. By encountering the work of other artists and craft workers from a variety of cultures, pupils will be more able to develop their own artistic style. By fostering a creative outlook it is hoped to provide them with a basis for an aesthetic dimension in their lives.

Art and design plays an important part across the whole primary school curriculum. Other subjects may use it for imagery to enhance learning.

AIMS AND OBJECTIVES

Art is a foundation subject within the National Curriculum. Through the teaching of art we aim to:

- provide pupils with the skills, language, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form;
- encourage the development of imagination, original thought and personal expression;
- enable children to become visually literate by understanding art as a visual and tactile communication and to develop their ability to appreciate and evaluate images and artefacts;
- develop pupils' aesthetic awareness and enable them to make informed critical responses about their work and that of others;

- encourage children to value the contribution made to the world by artists, craft workers and designers from many cultures;
- help children develop socially through collaborative working;
- provide equal opportunity for all pupils to reach their potential, regardless of their race, gender, cultural background or ability.

CHILDREN'S EXPERIENCES

Pupils will be given opportunities to learn through:

- the direct teaching of skills and techniques;
- guided discovery of the work of artists, craft workers and cultures;
- executing work themselves to develop skills and understanding;
- example and encouragement to develop an aesthetic awareness;
- building an aesthetic vocabulary to express responses and to evaluate;
- opportunities to experience a variety of art forms, stimulate imaginative and a creative responses;
- evaluating their work and that of others;
- educational visits and, where possible, artists in residence.

SCHOOL'S PROVISION

Planning is the responsibility of the class teacher. The Subject Leader will be available to consult where needed. Planning will be yearly, half termly and weekly. Plans will refer to the NC programmes of study, the QCA schemes of work and other relevant sources. Teachers will plan the delivery of art through:

- providing art lessons planned with assistance of the QCA scheme of work and/or school themed planner.
- displaying exemplary pieces of work in the classroom and throughout the school;
- providing an environment that values the children's' responses to the visual world.

ORGANISATION

The school will follow the NC guidelines for the time allocated for teaching at KS1 & KS2. Early Years provision will follow the curriculum as outlined in the Foundation Stage document. Delivery of art shall take into consideration that:

- lessons may teach a specific technique, revisit those previously learned or encourage pupil choice best suited to the work in hand;
- where appropriate, work should spring from and enhance cross-curricular themes under study;
- lessons set clear achievable goals;
- planning provides progression, continuity and subject coverage throughout the school;
- differentiation may be by task or outcome;
- pupil groupings may be based on ability or mixed ability groups, and paired or individual activities.

MANAGEMENT

The management of the curriculum is to be overseen by the Head, assisted by the Subject Leader. The class teacher will oversee the delivery of the subject to their class. The school shall liaise with the governing body through the governor who has responsibility for art and design. Long and medium term planning will be monitored by Subject Leader.

EQUAL OPPORTUNITIES

All pupils shall have the same access to activities to the subject regardless of their gender, race or cultural background. Pupils shall have opportunities to study art from multi-cultural sources. All pupils to be provided with learning experiences that are aimed to enable them to experience success, pleasure, gain confidence and acquire competence.

BLP AND TALENTED AND GIFTED CHILDREN

The art and design curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate arrangements for extra adult and/or specialist equipment help may be sought.

IMPLEMENTATION

The curriculum to be planned using the agreed format. Planning will address yearly, half-termly and weekly objectives. Planning will be led by NC objectives and reference to LTP Themed Approach and QCA Schemes of Work. Art work may stand alone or be complimentary to cross-curricular tasks. Samples of work will be mounted and used as a basis for display in classrooms and throughout the school. Each pupil shall be provided with a sketchbook to provide a record of ongoing visual responses and for reference.

ASSESSMENT

Teachers will assess progress against the planned objectives. This shall inform the planning process. Pupils may receive feedback on their work verbally (see verbal assessment document) or by written comments. Teachers may enlist learning support assistants to contribute to the assessment process. Assessments against objectives are recorded half-termly in the Foundation Subject Folders.

RECORDING AND REPORTING

Opportunities for reporting progress to parents will be at the termly parent's evenings and in the end of year report.

TARGETS

Staff shall use the exemplifications as contained in the NC attainment targets, programmes of study and QCA schemes of work.

RESOURCES

Each class carries a supply of readily available art materials. This will be geared to making a visual response on a regular ad hoc basis. Specialist materials and equipment is held in the resource room. Also held there are portfolios containing visual materials to support the delivery of the units in the QCA schemes of work. Consumable resources will be order by the co-ordinator, in consultation with the resource co-ordinator, as required or requested. ICT provides access to information and examples of artists work (IAW, Espresso, www. etc).

INSET

Opportunities for staff development may include:

- pooling and sharing expertise;
- in house led workshops;
- training to address professional development requirements.

MONITORING AND EVALUATION

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the Subject Leader and staff.

This process may involve:

- assisting staff with planning and assessment;
- lesson observations;
- collecting pupil responses to ascertain their learning;
- reporting to governors at curriculum meetings;
- liaising with governor with responsibility for the subject;
- assisting with SENCO and staff with IEPs;
- recording display work for future reference;
- monitoring the environment.

APPENDIX

- DCSF/QCA documents.
- Quality of Learning and Teaching Policy.
- Policy for Assessment, Recording and Reporting.
- Resources audit.

Reviewed by Sarah Houghton **January 2011**

Shared with staff **January 2011**

Shared with Governors **June 2011**

Review date **January 2014**