

Perryfields Primary School **Art and Design Policy**

Rationale

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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims 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 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.

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 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.

We recognise the fact that we have children of differing ability in all our classes, and so 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 common 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;
- using additional adults to support the work of individual children or small groups.

Art and design curriculum planning

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Art and design is a foundation subject in the National Curriculum. 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 skills covered in each year group. Our medium-term plans, give details of skills taught each term in relation to cross curricular planning. 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 increasing challenge for the children as they move up through the school.

Key stage 1 Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Key stage 2 Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

The Foundation Stage

We ensure an emphasis on creative work in the Reception classes as this is part of the Foundation Stage 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. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using 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.

Leadership and Management of Art and Design

The school Art and Design Coordinator will have strategic responsibility for Art and Design development in the school and will report to the Head Teacher and Governing Body. The Art and Design Coordinator will have the necessary time and support to carry out the role, including monitoring of the ways in which the staff comply to this policy. The School Art and Design Coordinator will review the policy annually and discuss this, where necessary, at SLT meetings.

The Role of the Art and Design Coordinator

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The Art and Design Coordinator has a strategic and operational role in the development of Art and Design. This role will include:

- Preparing staff for, and helping them to implement all National Curriculum recommendations
- Identifying good practise outside school
- Providing guidance
- Leading training
- Monitoring compliance with this policy
- Evaluating the impact of this policy

Cross-curricular Practise

At Perryfields Primary School, we believe that making links between curriculum subjects and matters, skills and processes will deepen the children's understanding by providing opportunities to reinforce and enhance learning.

Subject Specific Practice

All teachers promote the subject specific language and vocabulary and plan in to develop oracy. Learning spaces should employ displays and promote Art and Design learning. Learning from, and about, other artists in their specific field should be included in all areas across the year.

Assessment and recording

We assess the children's work in art and design whilst observing them working during lessons.

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 cupboards.