

Art and Design Policy

Mission Statement

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

Introduction

In line with our Mission Statement we ensure that all children's talents and gifts will be nurtured. 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. Through learning about 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 at St Augustine's 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.

The objectives of Art and Design at St Augustine's are:

- ◆ Children to develop and appreciate Art and Design and be able to compare and discuss their own work and the work of others
- ◆ To make decisions about appropriate use of materials and methods for their work
- ◆ To develop and explore ideas
- ◆ To present chosen ideas and Artwork in a variety of forms
- ◆ Evaluate their own work
- ◆ Evaluate the work of other people
- ◆ Use a range of communication skills

Teaching and learning style

The school uses a variety of teaching and learning styles in art and design lessons. Our principle aim is to develop the children's knowledge skills and understanding of 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 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 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 skills to support the work of individual children or small groups

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. At St Augustine's School we use the national scheme of work as the basis for our curriculum planning in art and design, (including the QCA documentation for Art and Design). We have adapted the national scheme to the local circumstances of our school in that we use the local environment as a starting point for all aspects of our work.

We carry out the curriculum planning in Art and Design in three phases: long term, medium term and short term. The long term plan maps out the units covered in each term through the key stage.

Our medium term plans, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a daily plan for each Art and Design lesson. These list the specific learning objectives for each lesson and detail activities.

All planning is located centrally so that the good practice of all staff can be shared with colleagues.

We plan the activities in Art and Design so that they build up on the prior learning of the children.

The Foundation Stage

Art in the Foundation Stage forms part of the Early Years Curriculum under the area of Learning, Creative Development.

Creative Development enables the children to express their ideas and feelings and promotes the development of their imagination.

Children work through the Stepping Stones laid out in the Curriculum Guidance towards the Early Learning Goals, which most are expected to achieve by the end of the reception year

English as an Additional Language

At St Augustine's we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

When delivering the Art and Design curriculum we ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our equal opportunities policy.

The Art and Design curriculum can create different language demands which we identify and address. (see EAL Policy)

Special Educational Needs

We teach Art and Design to all children, through a variety of strategies as appropriate to the individual at both ends of the spectrum. Art and Design also forms part of our school curriculum policy to provide a broad and balanced education to all children.

Equal Opportunities

In line with school policy, all children have access to the curriculum regardless of ability.

Assessments

Children are assessed regularly through using a variety of strategies: informal and formal observation, peer group assessments etc...

Please refer to appendix (Assessment techniques).

Resources

Please refer to appendix (audit lists)

Monitoring/ Review/ Evaluation

Assessments are submitted to subject co-ordinators according to MER Policy reflecting on identified learning objectives. Evidence is collected through submissions of children's work for a portfolio, classroom observations by co-ordinators, team-teaching, book trails, feedback to staff, moderation.

Class/year group and individual targets are set regularly and aspired to within set time scales.

The School Improvement Plan is at the forefront of our priorities in moving forward with this subject.

Each half term each child will be required to produce a set piece of artwork to be kept in an Art progress book that will follow the child through the school from Foundation phase to Year Six.

(Within the Nursery the pieces of evidence will be carried out on paper and collected in folders until such time that the children transfer to school when the work can be transferred into their progress books).

Each year there will be set focuses for the whole school to follow (see appendix).

Teaching art and design to children with special needs

We teach Art and Design to all children, whatever their ability. 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. Work in Art and Design takes into account the targets set for children in their individual education plans (IEPs)

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 unit of work we make a judgement against the national curriculum levels of attainment. The teacher records the level that each child has reached and then uses this information to plan future work for the child. This method of recording also 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.

The Art and Design subject leader keeps evidence of children's work in a portfolio. This demonstrates what the expected level is for Art and Design in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfES.

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 store. This room is accessible to children only under adult supervision.

The monitoring of the standards of the 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 also 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 school. The Art and Design subject teacher gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas of further improvement. The Art and Design subject leader has specially allocated regular management time, which s/he uses to review evidence of the children's work and to undertake lesson observations of art and design teaching across the school.

Contribution of Art and Design to teaching in other curriculum areas

English

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting point for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and Design contributes to the teaching of Mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

ICT

We use ICT to support art and design when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observation. Children use the internet to find out more about famous artists and designers.

PSHE and Citizenship

Art and Design contributes to the teaching of some elements of Personal, Social and Health Education and Citizenship. The children discuss how they feel about their work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking the work.

Spiritual, Moral, Social and Cultural development

The teaching of Art and Design offers opportunities to support the social development of our children through the way that we expect them to work with each other in lessons. Groupings allow children to work together and give them a chance to discuss their ideas and feeling about their own work and the work of others. Their work in general helps them to develop a respect for the ability of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and crafts people.