



## **Art and Design Policy 2018**

### **Introduction**

At Great Coates Primary School we are committed to providing all children with learning opportunities to engage in Art and Design. We believe that the purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, we feel art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. We believe there is a great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity.

### **Our Aims**

- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for Art and Design.
- To stimulate children's creativity and imagination by providing access to a varied range of high quality visual, tactile and sensory art experiences.
- To enable children to become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To provide children with opportunities to produce creative work, exploring their ideas and recording their experiences.
- To develop children's understanding of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To enhance children's ability to evaluate and analyse creative works using the language of art, craft and design.

### **Curriculum**

Children follow the 2014 National Curriculum for Art and Design which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Children of all abilities have the opportunity to learn and develop a range of skills, concepts, attitudes, techniques and methods of working.

### **Health and Safety**

At Great Coates Primary School teachers always instruct pupils on how to use tools and equipment safely and appropriately. Risk assessments are carried out where needed in accordance with our Health and Safety policy. Resources are regularly checked for safety and relevance and new items may be purchased as needed.

### **Resources**

There are a wide range of resources available for the use of all staff to support the teaching of Art and Design across the school. Classrooms may have a range of basic resources, but the majority of equipment is stored in the Key Stage cupboards in the corridors; large bottles of paint and other equipment, including paintbrushes, aprons etc. Additional resources and equipment can be found in the Art cupboard near the office in the downstairs corridor. Visits may be planned to enhance learning and provide hands on experiences and people with an interest, or expertise in a particular topic or area of art could be invited into school to work with children.

### **Teaching and Learning**

Art and Design activities are taught in a variety of ways across Great Coates Primary School, sometimes in blocks of taught time, as part of a topic, or in short skills-based activities where necessary. Art and Design has relevance across the curriculum and links with other subjects throughout the school and is often linked to the topic being studied within the class.

Teachers at Great Coates Primary School use a variety of teaching and learning styles in Art and Design lessons, however, all lessons have clear learning objectives which are shared and reviewed with the pupils. During Art and Design lessons children are encouraged to develop their skills of observation and be involved in discussions. Lessons and activities are planned to give pupils a range of opportunities to use the environment, artefacts, the work of famous artists, and textiles for observation and as a stimulus for their own work. Children should express and develop their own thoughts and feelings, which they can then use to create their own work using a wide variety of materials. Teachers encourage pupils to use the correct materials and tools to fit the purpose of the task. We also encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. At times teachers may draw attention to good examples of an individuals work as a model for the other children.

### **Assessment, Recording and Reporting**

Teachers assess children's work in Art and Design during lessons and on completion of work using a range of formative assessment strategies including; self-assessments, peer marking, the use of talk partners and end of work teacher evaluations. Through these, both children and adults are able to recognise the progress being made. The attainment of each child is indicated at the end of each year against the requirements of the National Curriculum using our school subject assessment sheets. This

information is used by the class teacher to report pupils' achievements in the subject to parents in the child's end of year report and it is also passed on to the next teacher.

### **The Role of the Co-ordinator**

The Art and Design subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school. They also ensure that resources are available and order new or replacement items when appropriate. The Art and Design subject leader is responsible for developing assessment strategies and overseeing data to track pupil progress and raise standards within the subject.

### **Equal Opportunities, Inclusion & Differentiation**

At Great Coates Primary School all children have equal access to Art and Design lessons, regardless of race, culture, religion, social background, gender or academic ability. Art and Design is an integral part of the school curriculum and supports the provision of a balanced education for all children. We recognise that we have children of differing ability in all our classes and teachers therefore plan to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child to ensure all pupils feel valued. We achieve this through a range of strategies that are essential to developing a more inclusive curriculum:

- 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.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.
- Appropriate tools and equipment are provided to ensure that all pupils have sufficient access to the Art and Design curriculum.
- Ensuring that children with Special Educational Needs will be given an equal opportunity to study Art and Design. These children will be provided with all of the necessary materials to succeed and be inspired, supported by their 1-1 support where necessary.

Reviewed by: Kathryn Baxter

Date: September 2018

Next Review Date: September 2021