



All Saints Benhilton C of E Primary School

Art and Design Policy



Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.

Approved by: Chair of Governors on behalf of the FGB Date: February 2020

Latest review: January 2020

Next review due by:

Introduction

By studying art pupils are allowed to develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials. Pupils will be able to develop an understanding of art and express and communicate their feelings. We see Art and Design as an important curriculum area that helps our pupils to develop their creative and practical skills. Art and design also helps to build self-awareness, self-esteem and visual literacy skills. As a Church of England school, we recognize and value the way in which art enriches our appreciation and gives us a different lens through which to engage students in our Christian distinctiveness.

“The arts are a way of learning, of exploring, of responding, of revealing and demonstrating, of imagining, depicting, and making meaning. They belong in the school curriculum, as they belong in the minds and hearts of all lifelong learners.”-David Booth

Aims

Art and design offers opportunities to:

- Develop an understanding of the basic elements of art, line, tone, colour, texture, pattern, shape, form, space
- Become proficient in drawing, painting, sculpture and other forms of art, craft and design techniques.
- Enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- Communicate ideas and feelings through a range of materials, tools and techniques.
- Have knowledge of artists, craft makers and designers and understand the historical and cultural development of their art forms.
- Be able to use a visual/artistic language both in practical work, discussion and when using works of art.
- Provide children with visual, tactile and sensory experiences to develop and enhance their experiences of the world.
- Foster an enjoyment and appreciation of the visual arts.
- Build on self-confidence and enjoyment of the subject and to encourage them to use materials safely and sensibly.
- Develop skills of evaluation and judgement about pupils' own work as well as that of others.
- Develop increasing confidence to evaluate work in order to develop future work.
- Engage in cross-curricular links with RE, appreciating art as a valued part of God's Wonderful World.

Teaching and Learning in Art and Design

Art is taught through the creative curriculum throughout the school. These lessons will often have cross-curricular connections and be linked with current themes and topics from the Cornerstones curriculum. The school uses a variety of teaching and learning styles in art and design lessons. 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 or group activities. Children are given the opportunities 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 I.T.

We aim to develop the children's knowledge, skills and understanding in art and design through a skills based curriculum which allows for the progression of the skills whilst enabling creative cross curricular links. These cross-curricular links tie in especially in RE, where students are able to be creative while exploring particular works of art and famous artists who've worked with religious themes and imagery. Using our *What If* learning, art gives students a different way to approach their religious education and engage with the subject matter. We have a long term plan that maps out the skills covered in each year group. We also have medium term plans which give details of the skills taught in relation to the topic or project. The medium term plans will follow the process for teaching the skills as follows: exploring and experimenting with the tools and materials, observation, sketching, creating the piece of art, evaluating, assessment and progression.

In Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work or continuous provision children experience a wide range of activities that they respond to using various senses. Children explore during focused activities, either in small groups or 1-1, and through independent choice. The emphasis is on the process rather than the finished product and focuses on the development matters and early learning goals of Expressive Arts and Design (EAD).

All children in Key Stage 1 and Key Stage 2 have a sketchbook. The sketchbook shows continuity of skills and the progression made through school. The sketchbook is passed on from year to year. The sketchbook can be used to help pupils develop their ideas through the collection of visual and other information. It can be used for drawing, written notes, collecting images amongst other things.

Where appropriate, examples of children's work will be celebrated through display to stimulate children's creative abilities and to inform parents of the nature of the work undertaken. Where possible, here we can see the links with RE as well, as links between *What If* learning can be seen through captions and other methods on these boards. (See display policy appendix 1)

Assessment, recording and reporting

Assessment is based on a combination of teacher assessment and pupil self- assessment. Assessments are used to make judgements so that teachers can report to parents at the end of the year. The children's sketch books provide a valuable record of children's development. It should include both self-assessments from the child, feedback from peers, and feedback from the teacher. The subject

leader keeps a portfolio of children's work that shows progression through the school.

Computing

Opportunities for the use of I.T. will be promoted and will include the use of the internet and digital cameras. There are a number of programmes that can be accessed to develop the children's knowledge and understanding of art.

Health and Safety

When working with tools, equipment and materials, pupils are taught the appropriate health and safety procedures and understand the steps they should take to control risks.

Equal Opportunities

All pupils will be given equal access to the art and design curriculum irrespective of their gender, ethnicity and social background. Developments will be in line with the school policy on equal opportunities.

Special Needs

Appropriate adjustments will be made for pupils who have special educational needs or for those for whom art and design may create tensions with their values and belief systems. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupils needs, will be provided for, in line with the schools' policy on SEN.

Higher Attaining Pupils

We will endeavour to recognise those pupils who show talent in Art and Design and whose performance is above that expected for their age in Art and Design. These pupils will be given opportunities and tasks to maximise progression and development in Art and Design.

Aims

- To celebrate and value the children's work, learning and achievements
- To create a stimulating and welcoming learning environment
- To celebrate and enhance learning
- To stimulate interest, discussion and facilitate further learning
- To influence the children's awareness and appreciation
- To encourage a high standard of work

Classroom displays

Displays in the classroom should be used as a teaching and learning tool and should reflect a variety of children's work and the current topic.

It is expected that each classroom will maintain displays covering the following areas:

- Literacy
- Maths
- Science
- RE
- Foundation subject/topic

These displays should contain children's work, labels, 2D and 3D work, questions and information. Where possible, theological questions according to our *What If* learning curriculum should also be included.

Shared area displays

Displays in the shared areas will be changed 4 times a year, in September, December, February and May. Each class will be responsible for a display and they will follow a rota to ensure all displays are covered. Displays in September and May will reflect classroom topics, displays in December will reflect Christmas and winter and displays in February will be focused on RE/Easter (ie: *Picturing Easter*). The theme of the displays will be all based around scripture. Scriptures to fit the theme will be chosen and all boards must include the scripture and how the work relates. Ie: "Winter in Peace" using Isaiah 9:6.

Presentation

Promote equal opportunities by displaying and celebrating all children's work.

Attachments: Displays to be attached using a staple gun and all staples to be removed when the display is taken down. Drawing pins may only be used when positioning work and not as a permanent fixture.

Mounting: Work should be mounted in a variety of ways taking into consideration the border and background. Where possible, work should be mounted by the children as well as the staff. Work and labels can be 3D to make them stand out.

Labelling: Displays should be clearly labelled and easy to read. All headings and labels should be accurately spelt and grammatically correct. It is important to provide a good role model. All pieces of children's work should have their names clearly printed on them. Displays should have questions to make them interactive and encourage the children to respond to the work.

Arranging Work

All displays should have a background and border reflecting the work displayed, this can be display paper, newspaper, fabric, wrapping paper and so on. Displays should be a mixture of 2D and 3D work and be interactive. The use of fabrics, colours, shapes and sizes of paper may all be taken into consideration. The process of the work should be displayed as well as the finished product.

Monitoring

The art subject leader will conduct a display walk at least 3 times a year to ensure high quality displays are being maintained. Photographs will be taken of the displays and kept in a portfolio to show display.