



MELLERS PRIMARY SCHOOL

ART and DESIGN POLICY

PURPOSE OF STUDY

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

AIMS

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In the Foundation Stage we provide opportunities for children to:

- develop a curiosity and interest in art through investigating, talking and asking questions about pictures, photographs and objects.
- develop confidence, enthusiasm and pride in their work through the frequent exploration of different media, materials and tools.
- extend their vocabulary through talking and explaining their designing and making activities

PLANNING AND ORGANISATION

- The National Curriculum 2013 provides the basic framework for learning and teaching in art.
- Long Term and Medium Term planning is primarily undertaken as a whole school, using a common topic or theme, including transition.
- Short term planning is done in year group or key stage teams, individually and delivered by the class teacher.
- Children will have opportunities to practise and apply skills, such as drawing, painting, textiles, sculpture and using digital technology.
- Sketchbooks will be used frequently to show children's artistic progression, where appropriate, and at least once every half-term.
- In the Foundation Stage, weekly creative activities are planned for the children to access independently during continuous provision. Across the term there will also be several creative teacher-led focus activities.
- Children will work individually, in groups, and as a whole class.
- Group work will be of mixed ability and the children will be encouraged to work co-operatively and develop interpersonal skills.

Art and design provides a natural opportunity for children to practice, improve and apply skills and knowledge such as speaking and listening, English, mathematics, science, computing and design and technology. Projects aim to develop key skills such as creative problem solving, working with others and communication skills. Through evaluating the creative process and their final products, children will be encouraged to improve their own learning and performance.

Children should develop an understanding of the world through first-hand experience. Wherever possible children will be given opportunities to visit the local area, museums and galleries and meet with “experts” to develop their learning and experiences.

RESOURCES AND HEALTH AND SAFETY

Materials and tools are kept centrally. Specific health and safety points will need to be included onto topic plans. These will help teachers to identify activities of a high risk and highlight any areas in which they need to reduce risk or ensure safe practice. Risk assessments for specific tools / activities should be referred to during the planning and use of equipment. These will be found in the risk assessment file on the staff shared area of the network.

- Equipment is not left out and unsupervised, floors and work surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.
- Direct safety instructions should be given to children each time they undertake an art and design activity.
- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it and supervised at all times
- Adult to child ratio must be appropriate to the activity
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

RECORDING & ASSESSMENT

- The art subject leader will moderate sketchbooks and artwork on display once a year.
- Teachers assess children’s work on a continual basis through discussion and questioning of the child’s design process and work completed.
- On-going feedback and teacher marking support teacher judgements
- Children’s planning and designing work will be recorded in their sketchbooks.
- Children are encouraged to use the self-evaluation sheet as a form of assessment.
- Progress will be reported annually to parents.

EQUAL OPPORTUNITIES

Experience of art and design is an entitlement of all children and is essential to enable them to achieve their full potential as individuals and members of society. All needs are catered for through appropriate provision. We provide learning opportunities that enable all children to make progress, by setting suitable learning challenges and responding to each child’s different needs. An I.E.P. may include, as appropriate, specific targets relating to art and design. Additional challenge is provided through individual questioning and the work set. The children will be encouraged to think and work independently and collaboratively evaluating, extending and improving their ideas. Additional opportunities to support and challenge children’s progress in art will be available through after school ‘Art Club’ and visits.

MONITORING AND REVIEW

The monitoring of the standards of children’s work and of the quality of teaching of this subject is the responsibility of the art co-ordinator. The work of the co-ordinator 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 the school.

Approved by:

Date of Review: