

ART AND DESIGN POLICY

Designated Members of Staff: Matthew Williams/Anona Greening/Governing Body

Art and Design Policy

Art and Design is a foundation subject in the National Curriculum and this policy describes the nature of Art and Design and its contribution towards the curriculum at Woodmancote School. Our philosophy is that all pupils are entitled to a broad, balanced Art and Design curriculum, which will stimulate creativity and imagination through developing knowledge, skills and understanding as well as a broad range of study.

Aims:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to encourage children to recognise the need to modify their work and to be able to discuss their reasons.
- 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.

How is Art and Design taught at Woodmancote?

EYFS:

In the Early Years Foundation Stage **Expressive Arts and Design (EAD)** is one of the seven areas of learning. Helping young children to be creative is as much about encouraging attitudes of curiosity and questioning as about skills or techniques. It focuses on two important aspects:

- **Exploring media and materials:** how children explore a range of media and materials which help them to understand what they do and what they can do with them. Encouraging children to choose and use materials in an open-ended way helps them to make choices and to have confidence in their own ideas.
- **Being Imaginative:** how children respond to what they have learned about media and materials in an original way. They may represent their ideas through different forms of art.

Art and design experiences are linked to topic work wherever possible.

In Key Stage One and Two:

- Art and Design is taught during a regular session each week or blocked together to fit the needs of the unit being covered.
- Drawing and painting skills are taught during art sessions and opportunities to practise these are found during other areas of the curriculum.
- By following the strategy- Explore-Experiment-Express, children are encouraged to review their work individually or by group discussion and modify as they see a need for change. Through discussion they will develop their art vocabulary.
- Where possible, examples of work by relevant artists are used to illustrate a skill, technique, mood or colour when visiting a new unit, thus making the artist's work relevant to the children's needs-work could

be used as a stimulus or as a comparison. Children are encouraged to make connections between their own work and the work of artists.

- Children are encouraged to have a sketchbook which will contain evidence of notes, sketches and investigations leading to a completed piece of work. Sketchbooks are retained in the children's portfolio of work and passed to the next teacher at the end of the year until the end of Year 6 when they are returned to the children with their portfolio work.
- Children are encouraged to develop their observational skills for representing in visual form what they observe, remember and imagine.
- Children should be encouraged to identify examples of art within school and where possible this is extended to visits to galleries and museums.
- Rubbers and rulers should not be used, but children should be encouraged to develop skills of using pencils lightly initially and if mistakes occur we encourage children to incorporate them into their final piece. Children should be encouraged to paint without pre-drawing in pencil where possible.
- Children are encouraged to use the whole of their paper in 2D work and teachers can influence the outcome of the sketch by providing the relevant size of paper. In KS2 the children should be encouraged to select their own paper size for their needs.
- Children are trained to use tools and materials effectively and should always be encouraged to clean their 'mess away'

The contribution Art and Design makes to Spiritual, Moral, Social and Cultural Development.

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

Teaching Art and Design to children with Special Educational Needs (Inclusion):

We teach art and design to all children, whatever their ability and individual needs. Art and design is part of our school curriculum, providing 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. We strive to meet the needs of all pupils with special educational needs or disabilities.

Teaching Art and Design to children who are deemed to be Gifted and Talented:

Gifted and Talented children are identified as those who are working on skills that are well beyond the expected outcome of their peers. These children have differentiated work based on the skills level they are working to.

Health and Safety Considerations:

Art materials should be stored in a safe and appropriate area of the classroom. All children must be taught how to use materials and tools correctly and safely, recognising the hazards and consequent risks when working with the equipment in practical activities. Teachers should make sure children are aware of the need to maintain tools carefully and to return them to the correct location. Any cutting tools should only be used under adult supervision.

Resources:

The school has a wide range of art resources to support the learning and teaching across the school. Most classrooms have a range of basic mark making resources available.

Specialist resources and equipment is kept in the art cupboard, with artefacts and objects for observational work. Reference books are found in the art section of the library for access by children and staff and posters organised into labelled portfolios are available for staff in the art cupboard. It is the responsibility of each member of staff to ensure that no unaccompanied children are allowed in the art cupboard and that resources are returned tidily so that they are available for other year groups.

Assessment and Recording (Including specific advice about marking):

When work is complete, the child's name and year group should be written on the reverse of each piece of work, and the work should be stored in the child's portfolio. At the end of each school year, 3 pieces of work which illustrates the child's ability should be retained and passed on with old and current sketchbooks.

Children demonstrate their ability in Art and Design in a variety of different ways. Teachers will assess children's work in Art and Design by making informal judgements as they observe them during lessons. Assessment against the initial aims of the unit should be made by discussion with the pupils, teacher observation and children's practical and written work.

Related Documents:

N/A

Monitoring and Evaluating this Subject Area:

Monitoring and evaluating this subject will be in line with our Monitoring and Evaluating Policy

The role of the Art Co-ordinator will be:

- A consultant for the staff, a source of ideas, good practice.
- Keep up-to-date by attending courses where appropriate.
- Provide guidance and support in this area of the curriculum
- Offer specialist advice and knowledge for special needs and gifted pupils.
- To improve the quality and continuity of art teaching and learning throughout the school through regular scrutiny
- To oversee the ordering, storing and distributing of stock resources and information.
- To monitor children's progress and attainment regularly.
- Ensure that plans are carried out. This will be done through work scrutiny and lesson observations.
- Co-ordinate display throughout the school and maintain its high standards.

Safeguarding:

'We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.'

Equal Opportunities:

'At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.'

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions

respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.'

The person or sub-committee responsible for writing/reviewing the policy is responsible for ensuring that it meets all necessary statutory requirements, official guidelines and is not in conflict with other policies. They must also ensure that it reflects the vision, values and aims of Woodmancote School

After review, proposed changes to the policy the relevant Governing body Committee or leadership group must be consulted for approval of the changes. Changes to governors' policies must be approved at a full governors meeting. All other school policy changes must be approved at senior leadership level and then passed to the Teaching and Learning Committee for Governor approval.

Review:

This policy will be reviewed at 3 yearly intervals

The chair of governors and headteacher are responsible for the review.

Date: January 2016

Signed.....Chair of Teaching and Learning

Review: January 2019