

# **Brize Norton Primary School**

## **ART AND DESIGN POLICY**

### **Philosophy**

Art in our school aims to enrich all the children's lives. It provides visual, tactile and sensory experiences; it stimulates creativity and imagination, encouraging the children to communicate what they see, think and feel; inspiration and contemplation are valued. Through art and design activities the children become actively involved in shaping environments; they gain experience of different materials and processes alongside use of colour, form, texture and pattern, they learn to make informed judgements, as well as aesthetic and practical decisions. Opportunities are created for the children to explore ideas and meanings using the works of different craftspeople, artists and designers, they learn about art today and in different times and cultures.

### **Aims and objectives**

Through the teaching of art we enable our children to:

- Become visually literate, using and understanding art as a means of communicating ideas and feelings.
- Develop their imagination and design capability
- Enjoy art, craft and design through first hand experiences.
- Develop ways of expressing thoughts and ideas through visual and tactile means.
- Develop ways of expressing personal responses to their natural and man made world, and to that of other cultures.
- Develop their ability to respond to and make informed judgements about work created by themselves and other artists.
- Select, and handle safely, a range of resources and equipment.
- Continually improve their control of materials, tools and techniques.
- Take pride in their achievements, respecting their own and other's work, taking care in display and presentation.

To enable our children to achieve these aims we plan to develop the following skills:

- Communicate ideas and feelings from first-hand experience and imagination, using both visual and tactile means.
- Participation in a range of experiences, using different forms and scales.
- Use a range of resources, materials and equipment.
- Broaden use of specific, technical vocabulary associated with art and design.
- Broaden exposure to works of other artists, craftspeople and designers from modern and past times, and from different cultures.

We aim to create a positive attitude by encouraging our children to:

- Develop an enthusiastic, experimental and enquiring approach to art and design.
- Have confidence when discussing their own art and design ideas and methods, and be able to put forward their comments and views.
- Have confidence when discussing art and design works, and be able to put forward their comments and views.
- Work cooperatively and independently.

Displaying the children's art work plays a vital role in achieving these aims and objectives, the children know their work is valued which creates a positive attitude and a sense of pride in achievements. Teachers have the responsibility for displaying work and keeping displays up to date.

## **Planning**

Teachers plan using the Brize Norton School's skills progression and the National Curriculum, to ensure continuity and progression across the key stages.

Planning is done at three levels:

- whole school (long term)
- class (medium term)
- individual teacher's weekly planning (short term)

Teachers plan specific learning intentions and success criteria for their lessons based on developing children's skills, knowledge and understanding in each subject.

Where possible teachers make links between subjects to provide experiences that enrich learning and to consolidate and apply the skills that the children have learnt in a variety of contexts.

## **Teaching and Learning**

In the Foundation Stage art and design is experienced in the context of the Early Learning Goals; the class also has a permanent 'Creative Table' that the children are free to access.

At Key Stage 1 and 2 art and design is taught mainly through year group topics, although Arts week usually has an isolated theme. Key skills are taught within the context of these topics. Children experience work in the main elements of shape, pattern, colour, form, space, texture, tone and line. Through the teaching of these elements the children should develop skills in drawing, painting, print-making, collage, clay, construction, fabric and thread, photography, digital imagery.

Topics are taught following a two-year cycle.

Opportunities are made for children to develop an investigative and experimental approach by studying primary and secondary art and design works. Over each school year children will study at least one artist's work in detail. Visits are encouraged by all classes to museums, and art galleries, and visitors are invited into the school to enrich learning. All visits must meet the requirements as set out in the Health and Safety policy and full risk assessments carried out prior to the visit.

Wherever possible links are made with other areas of the curriculum, particularly DT, Geography and History. The use of ICT is incorporated in the teaching of art as a tool for exploring digital imagery.

## **Resources**

A stock of resources to support the most commonly taught key skills can be found in the cupboards above the sink in the art area and also in the boxes stored in the corridor to the side of the hall. Individual teachers can request resources for specific art and design projects.

Artefacts can be found in the topic boxes in the hall cupboards. In addition, the Internet is a valuable source of information for research and to view images.

## **Health and Safety**

### **Glue Guns**

- Glue guns should only be used by an adult/teacher in Key Stage 1.
- Key Stage 2 children should use glue guns under close supervision in a designated work area wearing safety goggles.

### **Craft Knives**

- Craft knives, quick cutters and rotary cutters should only be used by an adult/ teacher in Key Stage 1
- Key Stage 2 children may use cutting equipment under supervision, using a cutting mat and wearing safety goggles.

## **Assessment**

Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. Teachers record progress against key skills each term in all subjects (See Assessment Policy for further details).

## **Special Needs and Equal Opportunities**

All children have access to the National Curriculum at a level that is appropriate to their individual needs. Teachers plan differentiated learning experiences in all curriculum subjects. Some children are withdrawn from the class individually or in small groups for additional support to be given within different subject areas. (See Special Needs and Equal Opportunities policies).

## **More Able, Gifted and Talented**

Work in all lessons is differentiated to meet the needs within the class. Teachers plan using a 'top down' approach to ensure that the more able are challenged. Differentiation may be by outcome, support, resource or sometimes by the lesson input that is given to different groups by the teacher or a teaching assistant. All children also have individual or group targets that they are working towards. Children who have been identified as more able, gifted and talented are given opportunities to extend their learning through problem solving, investigation and open-ended activities. We create possibilities for them to work independently and with others to develop higher order thinking skills. In all subjects success criteria are set and questioning used to broaden children's knowledge and understanding whilst extending and challenging them, children are actively involved in this process. This ensures that each child is working to their full potential and being challenged at the right level. (See More Able, Gifted and Talented policy)

## **Roles and Responsibilities**

The Role of the Headteacher:

The overall responsibility for each subject rests with the senior management of the school. The head, in consultation with the staff:

- determines a curriculum that is inclusive to all;
- decides the provision and allocation of resources;
- decides ways in which progress can be assessed, and records maintained;
- ensures that each subject is used in a way to achieve the aims and objectives of the school;
- ensures that there is a subject policy, and identifies a subject co-ordinator.

The Role of the Subject Co-ordinator:

- ensure the development of subject resources and the curriculum;
- supports the staff in planning for and teaching their subject;
- monitors the quality of teaching and learning through observations of lessons, reviews of teacher's plans and scrutiny of children's work;
- analyse data trends, reviewing standards and setting future priorities for development;
- promotes staff inset.

The Role of the Teacher:

Individual teachers are responsible for the implementation of each subject policy. It is their responsibility to plan appropriate experiences that teach key skills while developing children's knowledge and understanding. Teachers are responsible for assisting the co-ordinator in the monitoring and recording of pupil progress in each subject.

## **Review and Evaluation**

This policy was drawn up by the Art and Design coordinator in consultation with the staff. March 2009.