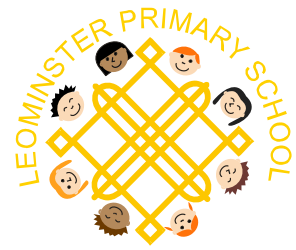


## Leominster Primary School



### Art and Design Policy

*At Leominster Primary School*, all children follow a broad and balanced curriculum that includes ten National Curriculum subjects, citizenship and religious education.

In line with government guidelines, more emphasis is given to English, mathematics, science and I.T. Our broad and balanced curriculum also includes design and technology, history, languages, geography, music, physical education, PSHE and art.

*At Leominster Primary School* we believe that Art:

- Encourages pupils to understand and make personal responses to the world in which we live.
- Stimulates pupils' creativity and imagination through visual, tactile and sensory experiences.
- Enables pupils to communicate their feelings and ideas, and helps them accept that there are no 'wrong' ways of expressing these ideas.
- Provides pupils with an understanding of the visual elements; *line, tone, colour, pattern, shape, texture, form and space*.
- Is an important way of providing pupils with an insight into life in different times and across cultures.
- Enables pupils to gain a developing awareness of the work of other artists, crafts-people and designers.
- Stimulates an understanding about how *Art and Design* shapes the environment.
- Encourages pupils to engage creatively with others, and work co-operatively toward a common goal.

### Art & Design and the National Curriculum

*Art and Design is taught in line with National Curriculum Programme of Study (DfE September 2013)*

*“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.”*

Central to this, is the role of the key visual elements. These are included within each unit of work, and are planned to ensure continuity and progression.

### Knowledge, Skills and Understanding

*At Leominster Primary School* we aim to teach children to:

- Become aware of and understand the visual images that surround us.
- Become ever aware of *Art and Design* in its many forms and contexts, including *historical, cultural and environmental*.

- Become better able to collect resources and ideas from direct experience and imagination, and select from first hand observation.
- Develop an understanding of, and be able to apply the visual elements of *Art and Design*.
- Develop an artistic vocabulary.
- Develop independent thinking and responsibility for their own work.
- Develop a knowledge and understanding of the work of artists, craft workers and designers.
- Be critically aware of their own and others' work.
- Be able to select and use a variety of techniques and tools.
- Use a variety of *ICT* and *Multi-Media* technology including computer programs, websites and photographic equipment.
- Use their artistic skills to enhance other areas of the curriculum.
- Foster creative enjoyment and confidence in expressing their thoughts and feelings.
- Encourage a life-long interest in *Art and Design*.

### **Approaches to Teaching and Learning**

- Lessons are taught by class teachers except where changes are organised within year groups to take advantage of staff strengths.
- Pupils have opportunities to work as part of a whole class, smaller groups and as individuals.
- Tasks are differentiated by outcome or task, giving all pupils opportunities to flourish.
- Pupils are also given opportunities to work in mixed age groups in the context of extra-curricular clubs.
- Lessons may involve direct instruction of skills and techniques or may involve pupil response to a variety of stimuli. Central to every *Art and Design* is the time for class, group and/or individual discussion, appreciation and evaluation.
- Lessons can be taught in a classroom context, or within the school environment at large. Pupils are also given the opportunity to collect and collate ideas on outside visits.
- Central to the collection of ideas will be the use of personal sketchbooks.
- The use of local artists and craft workers is encouraged and organised wherever possible. It is also appropriate, on occasions, for the class teacher to work alongside pupils to provide a model in which a shared sense of learning and discovery can take place.
- Pupils' work will be regularly displayed, both in classroom and whole school context to stimulate and celebrate achievement, as well as for pupil voice and response opportunities.

### **Basic Skills – KS1-KS2**

- Children are given ample opportunities within KS1 to be introduced to and develop the skills necessary to create and enhance their art. The units covered within the year groups are focused on specific skills such as blending oil pastels and initial sketching techniques; artists, such as 'Picasso' and are also topic based, such as 'Africa'.

- They are taught the basics of using tools such as brushes and pencils; and are introduced to mediums such as different types of paint; oil pastels; chalk pastels and how to sketch using a pencil.
- They are taught the language of Art and different ways of using the same equipment. ie- Which way to use their paper to the greatest effect. How to hold their brush to get the best results. Children are also introduced to major artists and movements linked to their topics, such as African artists and also Picasso in Year 2.
- Children in KS2 are able to continue to develop and consolidate their skills learning by using the techniques that they were shown in KS1. These units again, focus on specific skills and techniques, such as pointillism; using acrylic and oil paints effectively, and also using different gradients of sketching pencil and charcoal to create the desired effect. Artists are also focused on, such as Henry Moore, Vincent Van Gogh and also James Sereux.
- Children develop their understanding of specific skills and move onto higher level paints, sketching pencils of different gradients and also sculpture using a variety of materials.
- They are taught the language of Art and different ways of using the same equipment. ie- how to recreate a sculpture through drawing and mixed media to create World War One artwork.
- Children at both KS1/KS2 have sketchbooks where they can experiment and refine their ideas. They have the opportunity to discuss what they think was good and what they think could improve. Our focus as a school is on a development of skills and understanding of artists and their work, through the sketchbooks. For example, a topic looking at Picasso focused on different elements of his style, resulting in children creating their own Picasso portrait. Another example is a unit focusing on African artwork, where children explored different examples of artwork, recreated their favourite of an artist and then focused on developing individual skills such as the use of oil pastels, paint and sketching to create an African silhouette piece.

### **Organisation: KS1-KS2**

- Children are taught broad, differentiated and varied lessons where each Art and Design visual element can be incorporated effectively.
- KS1 children are often taught visual elements through 'topic' and 'thematic' based activities. Teachers with an art strength have developed these units personally and have also included the 'Plan Bee' scheme of work units used to ensure complete coverage of the objectives, artists and topic areas for these year groups.
- KS2 also have teachers with an art specialism, who have developed their own personal plans, however the 'Plan Bee' scheme of work is also used again, which ensures thorough coverage of the key objectives artists and topic areas.
- The Art Coordinators ensure that all children are given a wide range of experiences and use of materials. A range of different styles and techniques is shown and children are given opportunities to look at the work of famous Artists, discuss their opinions and to recreate these works, sometimes interpreted in their own way.
- Children are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, painting, drawing, printing, collage, clay etc.

- Children are able to use their observation skills as part of their learning, completing a wide range of drawing and painting and sculpting activities.
- Children are given opportunities to develop their own ideas in art using a variety of materials and tools.
- Children are shown different techniques they can use to develop their knowledge of the subject.

## **Marking**

All work should be completed in individual sketch books unless being used for display purposes or on a large scale. Where work is not completed in the sketch book, photographs of the children creating their pieces and the final piece may be glued in as evidence but this is not required.

Children should write the short date in the top right hand corner, miss a line and then write the skills based LO. There is no need for success criteria but the teacher should explain and model the skill in the LO before the children begin.

Teachers to mark in red pen and indicate whether the skills based LO has been met. If the LO has not been met the teacher may give a prompt for improving that skill next time.

If a child is not present or leaves the class due to an intervention the teacher should note this on the dated page.

## **Assessment, Recording and Reporting**

Assessment of *Art and Design* is carried out in accordance with the school assessment policy.

Everyday 'formative' assessments can help gauge pupil understanding and inform future planning. Discussion and dialogue are essential, and will enable pupils as well as teachers to evaluate progress and next steps. Pupils will be able to assess their own development by keeping their sketchbooks with them as they move through their schooling.

Children will be continually assessed within *Art and Design* against each of the objectives through both physically-recorded and verbal responses. Teachers are also encouraged to keep electronic evidence (photographic) for class books, individual sketch books and displays.

At the end of each Topic, a judgement will be made based on their overall understanding and how many of the objectives they have achieved, either 'secure' understanding; 'within' understanding or 'entering' understanding. Teachers will track children's progress on class objective sheets, which will then be passed on to the children's next class teacher at the end of the academic year and be given to the subject coordinators. This information can also be used for Parents' evenings, where there are opportunities for work to be viewed and discussed, as well as for written reports, which provide both parents and future teachers with information on pupil achievement within *Art and Design*.

Marking within *Art and Design* will indicate whether the objective has been met (LO met). When the Learning Objective has not been met the marking will give guidance on how they might improve their skills, techniques or understanding of a particular area.

## **The subject leader(s)**

## **Management of the Subject**

The school's appointed *Art and Design* co-ordinators will oversee the continuity of the subject and the progression of teaching and learning. They are responsible for the overall planning, implementation, resourcing and updating of the subject, and for promoting staff development. Year co-ordinators and their teams are responsible for the medium and short term planning, and for the delivery of the subject.

## **Staff Development**

The *Art and Design* co-ordinators are available to update, inform and support staff as necessary. Training opportunities and guidance for whole staff are built into the school development programme and delivered accordingly. The *Art and Design* co-ordinators will attend and/or recommend courses from external providers as and when appropriate.

## **Monitoring and Evaluation**

The subject co-ordinators and other teachers are involved in monitoring and evaluating how *Art and Design* is delivered throughout the school. The School Improvement and Development Plan promotes an on-going cycle of observations, and revisions are made accordingly.

## **Resources**

Art and Design resources are stored centrally for access by all members of staff. Materials and tools are kept in the ***Art Cupboard***, and year groups also have more immediate access to equipment such as paints and paintbrushes. These are stored at the discretion of the Art and Design Co-ordinator/ Year Co-ordinators. Stimulus materials pertinent to the Plan Bee units of study are stored in 'Topic Boxes', also in the ***Art Cupboard***.

The ***Paper Cupboard*** houses additional materials, and is fully stocked to meet the needs of display within the school. All display materials should be kept centrally for the benefit of all.

Audits are completed on a regular basis to ensure all appropriate materials are ordered and available for year groups who require them.

## **Displays**

The school, promotes the displaying of artwork in classrooms and around school. It can influence how children feel about their environment, convey standards and promote high expectations. Displays are used to celebrate achievement and to support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to children's interests.

Displays include: stimulating displays, informative displays, interactive displays and those featuring finished work.

## **Health and Safety**

Materials and tools are stored correctly and safely at all times and pupils will be taught and directed in the use of all tools and materials when using them.

Pupils will be encouraged and expected to work thoughtfully, and know how to use these tools and materials both safely and carefully, especially in the correct use of heated or sharp materials. Children are supervised at all times during activities in *Art and Design*.

A risk assessment must be completed for every appropriate lesson if it involves potential danger to children, from the activity, resource, environment or other factors. Consult controls specified in NSEAD: a guide to safety in art and design. Risk assessments must be submitted to the Head Teacher prior to the lesson being delivered.

## **Parental support**

The school values the support of parents in this area of the curriculum, which encourages them to help with practical activities, where appropriate. Parents are also invited to take part in 'parental engagement' workshops with their children and year group, which can cover the subject of art.

## **Equality of Opportunity**

The teaching of *Art and Design* is in accordance with the present policy for Equal Opportunities. We aim to provide equal access to *Art and Design* for those pupils with Special Educational Needs, and for pupils who are more able. This is addressed with the support of teaching assistants and with extension activities and extra-curricular opportunities.

Art and Design offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

## **Contribution of art in the core curriculum:**

### **English**

Art encourages children to ask questions about the starting points for their work; they learn to compare ideas and approaches and to express thoughts and feelings.

### **Maths**

Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

### **I.T**

I.T is used to support design teaching. Children use I.T software to explore shape, colour and pattern, shape and dimensions.

**PSHE**

In art lessons, children are taught to discuss how they feel about their own work and the work of others, including positive areas and ideas for improvement.

**History**

Art allows children to research and find out about artists, designers and architects, as well as particular styles and movements in art history; this can cover a particular area in history.

**Please also refer to LA guidelines.**

**Staff Responsible**

Natalie Preece and Samantha Powell

**Date Policy reviewed**

Spring 2017

**Date of Next Review**

Summer 2019