



ALL SAINTS C OF E PRIMARY SCHOOL, WIGSTON MAGNA

Art and Design Policy

The Importance of Art and Design

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and of the cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Art and Design includes craft.

During Foundation Stage children will be provided with a range of activities to support the specific area - Expressive Art and Design.

During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space pattern and texture and use them to represent their ideas and feelings.

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

POLICY FOR ART AND DESIGN

1. Document Purpose

This policy reflects the values, ethos and philosophy of All Saints Church of England Primary School in relation to the teaching and learning of art, craft and design. It sets out a



framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the QCA and LCP scheme of work which can be used as a springboard to develop the individual teacher's ideas in a personal way knowing they are within the school's guidelines. This should enable teachers to design a programme of activities which is responsive to their own and children's skills and needs in art at that particular time.

2. Audience

The school policy reflects the consensus of opinion by all the teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.

3. Implementation

The implementation of this policy is the responsibility of the Head Teacher and all the teaching staff.

4. Subject Aims

Art and Design is included as a foundation subject within the National Curriculum. The aims of art and design are consistent with our school philosophy and take account of the National Curriculum.

Art education should:

Foster the individual child's creative ability and develop the technical skills necessary to bring them to their full potential

Help children explore the world at first hand using all their senses and experimentation and so gain knowledge and understanding of the world in which they live

Develop confidence, value and pleasure in Art

Develop children's aesthetic awareness and enable them to make informed judgements about Art

Be used to express their ideas, feelings, thoughts and experiences

Develop children's design capability

Develop children's ability to value the contribution made by other artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures

The subject comprises of Programmes of Study, End of Key Stage Descriptions and two Attainment Targets. The End of Key Stage Descriptions set out the standard of



performance expected of the majority of children at the end of each Key Stage. The Attainment Targets are divided into a number of strands throughout Key Stage 1 and Key Stage 2 and are organised into levels of increasing challenge.

The children will undertake a balanced programme which takes account of abilities, aptitudes, physical, emotional and intellectual development. It is expected that most children will achieve the end of Key Stage 1 at age 7 and the end of Key Stage 2 at the age of 11.

In learning Art and Design the children will be provided with a range of skills, concepts and attitudes and mastery in a range of techniques and methods of working. We are concerned with the process of art activities as well as the product.

5. Entitlement

The children's entitlement is based upon the Programme of Study for Art and Design as defined in the National Curriculum

6. Class Organisation and Teaching Style

Class teachers are responsible for their own class organisation and teaching style in relation to Art and Design, while at the same time ensuring these complement the overall aims and philosophy of the school.

In classes children are taught in a variety of ways:

Individually

In groups – groups may be organised by ability (mixed or similar)

Age, friendship, or other criteria. Group work is organised to provide cooperation and effective learning and understanding

As a class – where introductions and discussions are appropriate

7. Health and Safety

Children will be taught and will therefore be conversant with the safety rules and appropriate use of equipment and materials. Parents and helpers involved with art and design activities will be familiarized with the school Health and Safety Policy and if required, have access to the Art and Design Policy.



8. Assessment

In Foundation Stage the teachers will make day to day judgments about the children's learning and will use their own discretion as to when it is appropriate to begin more formal assessments.

Age-related expectations will be recorded with an indication of higher/lower ability given.

9. Coordinator's Role

As a curriculum area, one member of staff has been designated as the curriculum coordinator. The coordinator receives information/resources which arrive in school, but decisions regarding art and design work and the development of the art and design curriculum and attendance on courses involve all members of staff.

10. Resources

A range of art and design resources are available in school.

11. Equal Opportunities

See the whole school policy.

Art and Design will be looked at from different cultures,.

Monitoring of the policy for equal opportunity in terms of its operation is ultimately the responsibility of the Head Teacher, but all of the staff are responsible for the day-to-day implementation of the art and design policy in relation to equal opportunities

12. Special Educational Needs

See the SEN Policy.

The needs of children with a Statement for Special Educational Needs, and those with a greater need for development of fine motor control skills, will be met within the Art and Design Policy, Schemes of Work and whole school aims. Activities undertaken are matched to each individual needs

13. Evaluation

Evaluation is carried out to enhance the teaching and learning of Art and Design and is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Art and Design, in order that pupils make the greatest



possible progress. As with all evaluation, the Head Teacher has overall responsibility for this work.

14. Background Information

This policy was informed by reference to the statutory orders for art and design.

Ratified: 2006

15. Latest Review 2013

The Head Teacher, Curriculum Sub-committee and staff will review this policy in 2016