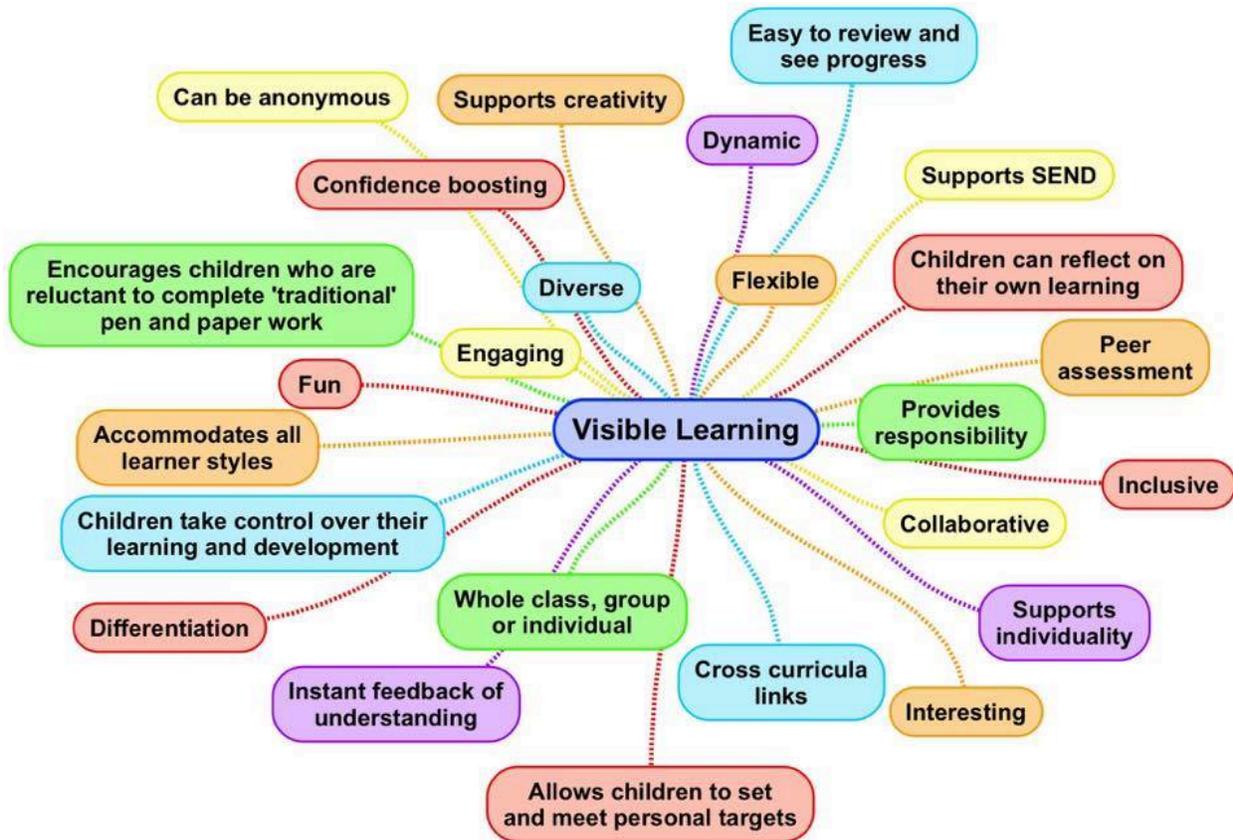


ART AND DESIGN POLICY

	Name of School	Whybridge Junior School
	Policy review Date	1 st September 2018
	Date of next Review	31 st August 2019
	Who reviewed this policy?	Miss A Fairbank

Our teaching pedagogy is rooted in **VISIBLE LEARNING**





1. MISSION STATEMENT:

We believe that school should provide opportunities for pupils to learn, create and achieve, and that the school curriculum should promote pupils' spiritual, moral, social and cultural development, preparing them for the opportunities, responsibilities and experiences of life.

2. AIMS:

At Whybridge Junior School Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

Our objectives in the teaching of art and design (taken from the New Curriculum 2014) are:

- Provide creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculptures 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.

3. TEACHING & LEARNING:

Whybridge Junior School uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Computing.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.
- Create cross curricular links between all subjects, including core subjects.

4. ASSESSMENT:

We assess the children's work in art and design while observing them working during lessons. Each child has their own Arts book which they use for sketching and developing their skills. Teachers can refer to this when recording the progress made by children against the learning objectives. At the end of a school year, we make a judgement against the National Curriculum levels of attainment. The teacher records the level that each child has reached, and then the next teacher uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

5. TIME ALLOCATION:



Whybridge Junior School has created a timetable which allows teachers to teach Art and Design for 2 hours every fortnight.

6. HEALTH AND SAFETY:

We follow the health and safety policy of Whybridge Junior School and apply this to all aspects of teaching and learning in Art and Design.

7. RESOURCES:

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the resource room. This room is accessible to children only under adult supervision. The library has a good supply of topic books and the Computing Room has software to support children's individual needs.

8. INCLUSION AND SEND PUPILS:

At our school we teach Art and Design to all children, whatever their ability. Art and Design forms as part of the school curriculum policy and aims to provide a broad and balanced education to all children. Through our Art and Design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching



style and differentiation. This allows us to take additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEND may include as appropriate, specific targets relating to art and design.

We enable pupils to have access to the full range of activities involved in learning Art and Design. When children participate in activities outside the classroom (e.g. a visit to an art gallery), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9. COMPUTING OPPORTUNITIES:

We use computing to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. They collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers.

10. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and



encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

11. PSHEE AND CITIZENSHIP:

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

12. CROSS CURRICULAR OPPORTUNITIES:

Literacy

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Numeracy

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Other

There are opportunities in all other areas of learning including: science, geography, history, etc. Children are given many opportunities throughout the year to apply their Art and Design skills.



13. CURRICULUM PROGRESSION:

The scheme of work has been planned to ensure the children make progression throughout the year and throughout KS1 and KS2. Lessons have been planned so that children learn the basics and then continue to develop their skills.

14. MONITORING:

The coordination and planning of the Art and Design curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in Art and Design, and by providing a strategic lead and direction for this subject
- Collects examples of work that will be kept in a portfolio.
- Review schemes of work and talks to children to gain an understanding of their knowledge and skills.

This policy will be reviewed at least every two years.

Signed: A Fairbank