

St Matthew's C of E Primary School

Policy for Art and Design

St. Matthew's Church of England Primary School's mission statement

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

Our motto: Live, Love, Learn

Vision

Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.

Quentin Blake, Children's Laureate

At St Matthew's we provide a rich environment in which we encourage and value creativity. Children experience a wide range of art and design activities, including the opportunity to work alongside artists and other adults.

Art and Design stimulates creativity and imagination by providing children with opportunities for:

- Visual, tactile and sensory experiences
- Communicating what they see, feel and think through the use of colour, texture, form, pattern, different materials and processes
- Becoming involved in shaping their environment
- Making informed judgments and aesthetic and practical decisions
- Exploring ideas and meanings through the work of artist and designers
- Learning about the diverse roles and functions of art, craft and design in contemporary life, different times and cultures
- Studying the significance of local artists and buildings

Aims of the subject

- To develop creativity and imagination through a range of experiences and activities;
- To enable children to select and record ideas from first-hand experience and from imagination to use in their work;
- To provide opportunities for children to develop skills using a range of materials, tools and techniques;
- To foster children's aesthetic awareness and enable them to make informed critical responses about their own and others' work;
- To increase children's awareness of the roles and purposes of art and design in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- Develop vocabulary so children are able to communicate their ideas and to evaluate their own and the work of others
- To encourage all children to be enthusiastic learners of various artistic skills

Art and Design - Curriculum Planning and Implementation

Art and Design is a foundation subject in the National Curriculum and at St Matthew's we use the National Curriculum Programme of study as the basis for our curriculum planning in art and design.

Our school embeds the teaching of Art and Design within a thematic, creative curriculum. Teachers' creative curriculum, medium-term and short-term plans are based on an overarching theme, within which learning objectives and outcomes for Art and Design are identified and planned for. Weekly creative curriculum plans are drawn from teachers' medium term planning. Within these, specific learning objectives for each lesson are listed and details set down regarding how sessions are to be taught.

We aim to give children of all abilities the opportunity to develop their skills, knowledge and understanding in Art and Design by providing an appropriate balance and coverage of the National Curriculum Programme of study, and incorporating a planned progression to ensure an increasing challenge for children as they move up through the school.

The Foundation Stage

The purposeful play-based range of experience in the Foundation Stage encourages children to make connections between areas of learning, and so extends understanding. We encourage creative work in the reception class as a key part of the Early Years Foundation Stage Curriculum. The creative development of the children is approached in accordance with the holistic principals underpinning curriculum planning for children aged three to five years. Children's creative learning experiences focus on expressive arts: art, dance, music, role-play and imaginative play.

Art and Design across the Curriculum

Art and Design is taught through cross curricular experiences and lends itself particularly well to links with History, Geography, Science, English, Maths, PSHE and R.E.

Information and Communication Technology (ICT)

Our school uses ICT to support the teaching of Art and Design whenever appropriate. Children may use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas. ICT skills may also be used to collect, process and present information, encouraging children to develop art skills through a multi-sensory approach. When using ICT, our school ensures children are supervised and are aware of e-safety issues to ensure safe access and internet use.

Spiritual, Moral, Social and Cultural Development

Development of the whole child is a key principle of our school. We view Art and Design as an important medium for learning aesthetic and practical skills and as a vehicle for freedom of expression. Within our creative curriculum, Art and Design also develops cultural awareness and understanding of the value of human differences and similarities. The subject offers visual, tactile and sensory experiences through which to explore spiritual values.

Teaching and Learning style

Our school uses a variety of teaching and learning styles in Art and Design. We ensure that the act of investigating and making also includes exploring and developing ideas, and evaluating and developing work. We do this employing a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children. Children are encouraged 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 within lessons to work both individually and to collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources to develop their skills, including ICT.

Inclusion and Equal Opportunities

We ensure that children have equal access to teacher time, attention, and resources and that equality of opportunity underpins the range of Art and Design activities. Care is also taken that no value judgements relating to ability, race, gender or background are used, which may present children with negative or alienating images.

Careful planning, informed by a sound knowledge of the individual child ensures tasks are well-matched to ability and paced and supported accordingly. Our aim is that every child enjoys, achieves and makes progress, and account is taken of learning styles, special educational needs or barriers to learning and children's special gifts and talents.

We differentiate activities by:

- Setting common tasks that are open-ended and enable a variety of responses
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups

For further details see separate policies: Special Educational Needs and Disabilities; Gifted and Talented; English as an Additional Language (EAL).

Assessment and Recording

Teachers assess work in Art and Design by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Teachers make annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Due to the practical nature of Art and Design, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record. Samples of the work and end product are valuable evidence for teacher assessment.

The Art and Design subject leader can review evidence of the children's work through scrutiny of children's Creative Curriculum books, displays and photographs.

Monitoring and Evaluation

The Art and Design subject leader will monitor the standard of children's work and the quality of teaching and learning in Art and Design.

The subject leader is also responsible for:

- Supporting colleagues in their teaching.
- Keeping up to date with, and communicating current developments in the subject to staff.
- Ensuring resources are available and appropriate to the needs of the staff.
- Ensuring Art and Design maintains a high profile within the school through displays.
- Working in conjunction with the rest of the staff to provide Art and Design input to the School Improvement Plan for School Improvement as appropriate.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. These are stored centrally in each Key Stage area, with additional resources being stored in the resource room, and in individual classrooms. The Art and Design subject leader is responsible for the maintenance and acquisition of resources.

Health and safety

When working with different tools, equipment and materials in practical activities, pupils will be taught:

- the safe and appropriate use of equipment and materials for example scissors, glue guns and needles.
- to manage their environment to ensure health and safety of themselves and others

Artwork is carried out in classrooms and both Key Stage areas. Children, teachers, teaching assistants and parents may all be involved in art activities, and will all follow appropriate Health and Safety Guidelines.

Written by Caroline Minoprio-Nicholson (Art and Design Subject Leader)

Date of last review: November 2019

Next review due: November 2022