



Art and Design Policy

Maximum Effort for Maximum Achievement

1. Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design.

2. Rationale

We believe the school can play an important role in helping children develop their visual communication skills in art and design, as well as helping to develop observation and speaking and listening skills.

Art and Design is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world.

3. Aims

The aim of this policy is to communicate clearly to staff, parents, governors, visitors and pupils how art is approached at the school.

We believe Art and Design Education is an entitlement for all pupils and plays an important part in each child's development including SMSC.

Our aims in art and design teaching are that all children will build upon their natural enjoyment in visual communication to:

- appreciate creative art and see themselves as artists and designers
- find a sense of purpose, achievement and fulfilment in artistic expression
- develop skills to use a range of materials and techniques competently
- feel able to express their ideas and feelings through imaginative creation in both two and three dimensions
- learn to study and record the visual world analytically
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- appreciate and evaluate the work of a range of artists from their own and other cultures
- use sketch books to rehearse skills and to encourage experimentation and creative ideas

The National Curriculum for Art is taught by using our own curriculum, developed to include a broad range of skills and media and, where possible, using meaningful cross-curricular links.

4. Definition of the Art and Design Curriculum and content of that curriculum.

The school takes a whole school approach to Art and Design Education. It defines Art as a foundation subject in the National Curriculum. The pupils' understanding and enjoyment of art, craft and design should be developed, where possible, through activities that bring together the statutory requirements.

At Key Stage 2,

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

5. Role of the Subject Leader

To develop the Art and Design policy throughout the school.

To monitor and evaluate progress in Art and Design.

To take responsibility for resources.

To keep up to date with developments in Art and Design Education.

6. Equal Opportunities

The school is committed to working towards equality of opportunity to all aspects of school life. Our aim is to offer all our pupils an art curriculum that is relevant and differentiated so that all our pupils may reach their full potential and grow in self-esteem. More able pupils are identified and extended and EAL pupils benefit from relating learning to prior knowledge and experience.

7. Assessment, recording and reporting

Assessment will be undertaken three times a year, using Target Tracker to record judgements, which are formed using NC bands.

Use of Sketchbooks

Sketchbooks are used throughout the school to regularly record, collect and explore ideas. The sketchbook is an essential and personal record. Teachers will teach children when it is appropriate to use them and for what purposes. The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- a record of what has been seen;
- preparatory studies for further work;
- the development of ideas for further study;
- a record of the development of basic skills;
- photographs and other illustrative material to support ongoing work;
- colour schemes and trials;
- a record of observations seen outside the classroom which will be used as a reference material for further work, for example on a school visit;
- details of something that will be drawn or painted in entirety;
- Prints and image manipulations.

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and are evidence for assessment and reporting purposes.

Marking

Marking is a combination of teacher, peer and self-marking. In line with school policy, teachers mark with a positive comment in purple.

Parents will receive an annual summative report of their son's or daughter's achievement in Art and Design.

8. Organisation

The Art curriculum is organised as part of an integrated approach to learning wherein:

- Art and Design is taught as a mainly separate programme of study with clear links to other areas of study where appropriate.
- it is sometimes necessary to teach skills separately before they are used in topic work or to ensure progression through the art curriculum
- work in Art and Design is done through co-operative group work or individual work. Class teaching is used where appropriate
- there is no specialist teaching in art, it is taught by class teachers
- pupils with special needs and EAL are able to develop confidence and express their feelings in Art as it is a subject in which success does not depend on academic ability
- the emphasis in our teaching of Art and Design is on practical experience and we encourage children increasingly to take control of their own learning
- excellence in Art and Design is celebrated in display and performance including:
 - suitably mounted displays in classrooms and throughout the school
 - entry into competitions
 - presented at the annual Open Evening in the summer term
- pupils are encouraged to take responsibility for care and storage of resources
- each class is suitably equipped with materials and tools.

Mastery in Art at Buttsbury Junior School

Art is the process of creating – exploring, discovering, and experimenting – that allows pupils to express themselves in personal and innovative ways; it is open ended.

Effective mastery in Art encourages all pupils to think deeply about artwork and develop their visual vocabulary.

Higher order questioning during lessons ensures that pupils can reflect on spiritual and ethical issues when exploring art from other times and cultures.

Children are encouraged to ask their own deep thinking questions and are given time to contribute to peer discussions and debates.

Pupils are encouraged to compare and contrast methods and styles from one artist/painting to another. Thus leading to self-expression and innovation.

Pupils are given opportunities to research, record and reflect upon their own work and evaluate over a period of time.

Pupils are encouraged to explore new techniques and develop precision in the use of a range of tools and techniques.

The use of high quality resources such as artefacts and pictures are used to stimulate curiosity and deep thinking ideas.

As a result of this, pupils have a deep understanding of the influences, style and inspiration of artists, designers and artisans from a range of times and cultures.

9. Working with parents

The school is committed to working with parents and believes they play an important role in helping children develop in Art and Design.

10. Staff Training

Staff will be encouraged to attend courses, review resources, mount exhibitions, liaise with the infant school and local secondary schools and up-date themselves on information and approaches to Art and Design in order to help improve and monitor the teaching of art. Staff INSET will be organised as appropriate.

11. Dissemination

The policy is available on the school's website. A hard copy is located in the School Office.

12. Monitoring the Art Education Policy

The effectiveness of the school's approach to Art and Design is assessed throughout the year through lesson observations, planning and work scrutiny including ongoing records in Sketch Books, as well as pupil interviews and questionnaires.

13. Reviewing the Policy

Policy Date: September 2017

Review Date: Autumn 2020