

# **White Court School**



## **Art and Design Policy March 2019**

## **Art & Design**

White Court School aims to create an environment where all pupils will have opportunities to develop not only their intellectual, social, physical and moral qualities, but also their aesthetic and creative qualities.

Art is a form of non-verbal communication. It is a fundamental and life-enhancing experience, practised in all cultures and societies. A rich art and design curriculum assists aesthetic development and encourages the exploration of values, fosters the imagination and creativity, for both the artist and the observer, and develops practical and perceptual skills. It satisfies individual and social needs and should play an important part in the education of children from the earliest years through adult life.

### Aims

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

### Objectives

1. To fulfil the requirements defined in The Foundation Stage, and the revised National Curriculum for Art and Design.
2. To give all children the opportunities to acquire the concepts, skills, knowledge and attitudes relevant to Art and Design.
3. To emphasise the importance of Art and Design in our environment and everyday life, past and present, and in other cultures.
4. To know about major movements, great artists, craft makers and designers, past and present.

### The Art Subject Leader is responsible for:

- Monitoring and implementation of Art in the curriculum
- Ordering and maintaining shared consumables.
- Assisting teachers in planning
- Evaluating the delivery of the curriculum
- Monitoring standards of achievement within the school
- Use whole school assessments to identify areas for development

### Teacher's Role/Responsibilities.

- To have an understanding of children's stages of development in art, craft and design.
- To plan and structure activities which will develop children's skills.
- To manage time effectively over the year.
- To organise and manage the learning environment.
- To provide a visually stimulating environment.
- To use and develop the language of art/technology.
- To provide opportunities for self-reflection, evaluation and assessment.
- To respect individual responses and value them in their own right.
- To provide and monitor a balance between – topic based/discrete activities, teacher structures/child initiated work, individual/group/class activities.
- Assessing and recording children's work.
- Displaying and presenting finished products.
- To try out ideas first.
- To ensure that teaching staff realise the implications of their words and actions and relay this to classroom assistants.
- To identify gifted artists within the class.
- Use assessments to identify any areas for development within their year group

### Cross Curricular Issues

Reference should be made to the White Court School Curriculum Framework, with particular emphasis on cross curricular links between Art and all other subjects.

### Equal Opportunities

The school will ensure that all children have equal opportunity to access the Art curriculum, regardless of gender, race, religion, culture or disability, as far as is possible.

### Special Educational Needs

Teachers will assess individual pupil's needs and set art work which will match their capabilities. Where possible, children may receive extra help either to resolve difficulties or to extend existing skills and knowledge.

### Health and Safety

Teachers' should complete risk assessments and share these with the Health and Safety co-ordinator prior to completing hazardous activities within Art.

### Planning

Themes are planned within year groups, with an overview for each year, and in detail for each term. This takes account of the areas of knowledge and skills to be covered during the year.

**Assessment of Skills** – To assess children's learning of skills, we use Monitoring Made Easy to input their attainment at the end of each term. From this we can track children's progress in each area taught.

### Continuity and Progression

Teachers will work together within the cross curricular policy framework to ensure continuity in pupils' experiences through:

- Planning the scheme of work related to the National Curriculum and the Foundation Stage, which build on previous experience of the children.
- Following a rolling programme to ensure that Art strands are revisited and expanded as the child moves through the school.
- The whole school policy for teaching and learning – refer to the Curriculum Framework and Delivery Policy.
- Forward planning will identify the learning objectives within themes and allows teachers to match experiences to age, ability and aptitude of the pupils.
- Analysis of assessments to inform future planning in order to close any gaps in learning.

### Displays

Teachers need to reflect upon the way work is displayed, and the appropriateness of the display to the nature and purpose of the work in the classroom. Children should be encouraged to contribute to displays in the classroom and reflect on their own work.

Displays can be used to inform as well as to present work. All displays should:

- Be well planned and clearly labelled with children's names on work.
- Encourage investigation; questioning skills and help children develop opinions.
- Ensure children know that their work is valued and that they have ownership of it.
- Encourage all children to contribute to the development of displays within the classroom.
- Be well used and interactive.
- Be changed as appropriate so that the classroom environment reflects the learning going on.
- Ensure children demonstrate independence by mounting their work and having a clear involvement in the display and presentation of their work by describing their influences, feelings, etc.
- Encourage children to evaluate and reflect on their work.

### Resources

Each year group is responsible for ordering stock and managing their budget.

Some general art resources are kept centrally and may be used as required.

They are stored as follows:

Equipment and tools in the Art Cupboard.

Reference books in the school library, covering art history, artists and art technique.

Teaching resources and year group stock found in the stock cupboard.

Some general stock and art tools are monitored by art co-ordinators, however all staff should check availability of consumables when planning and inform co-ordinators of anything specific that needs ordering.

### Monitoring and Evaluation

The governing body, in partnership with the Headteacher and Art and Design Subject Leaders, determine the school policy for Art and Design. The Headteacher and Art and Design Subject Leaders are responsible for working with staff to devise, monitor, evaluate and review procedures for Art and Design.

## Review

This policy will be reviewed as part of the policy review cycle. It will also be monitored for its effect on pupils with protected characteristics.

**Policy ratified at the Full Governing Body Meeting Spring 2019**

**Policy due for review Spring Term 2022**