Art and Design Policy

Rationale:

Art is an unique and diverse visual language. It is common to all cultures and age groups. Art has a role in its own right but has several functions both to the individual and in playing an inherent, communicative and supportive role in every curriculum area, making a significant contribution to the quality of learning. Art experiences enable children to learn, organise, communicate, express and celebrate, using intuitive as well as logical processes.

Expectations:

* By the end of Key Stage 1, most pupils should achieve at least the standard expected for the end of year 2.
* By the end of lower Key Stage 2, most pupils should achieve at least the standard expected for the end of year 4.
* By the end of upper Key Stage 2, most pupils should achieve at least the standard expected for the end of year 6.

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.

Entitlement and curriculum provision:

* Our scheme of work has been created using the National Curriculum and the best elements of our own, established planning.
* Pupils experience a half termly unit of art and design each term of their school life. This ensures coverage of the National Curriculum for art and design.
* The learning objectives, from the National Curriculum, are made clear to and reviewed with pupils at appropriate stages in the teaching sequence.
* Teachers use pupils’ own experiences, interests and prior learning to develop short term planning. When planning and delivering sessions, all abilities and needs will be accounted for within each class.
* Teachers will use the wider school curriculum (including RE, citizenship and PSHE) to reinforce work and skills from the art and design curriculum through a thematic approach to teaching.

Assessment and recording:

Pupils are assessed by teachers, against the art and design learning objectives taken from the National Curriculum, using a variety of evidence such as:

* Through language involving discussion, description and explanation skills.
* Lesson observations.
* Practical applications of skills/ knowledge.
* Photographs/visual recordings.
* Written work in books or on display.
* Power points.
* Mind maps.
* Summative assessment.

Within the annual report to parents an effort grade for art and design will be stated alongside a written comment reflecting the child’s achievements.

Continuity and progression:

* Long term planning will be reviewed at the end of each school year. It will be adjusted to ensure coverage of all areas of art and design and to avoid repetition, if necessary.
* Co-ordinators will monitor children and their achievements across the school.
* Co-ordinators will monitor medium term planning through discussions with teachers.

Resources:

* Resources will be kept in the classrooms and a central cupboard outside classes 2 and 4.
* Class teachers are responsible for ordering specific art and design books from the Schools’ Library Service.
* Displays, where appropriate, will ideally be interactive and will provide further information relevant to the unit of work.

Leadership and Management:

* Co-ordinators will continually update their knowledge of the art and design curriculum (e.g. courses, reading) and will inform other members of staff of any updates or changes.
* Co-ordinators will support planning and team teach where required.
* Co-ordinators will take responsibility for maintaining and allocating the art and design budget.

Reviewed by Gill May, January 2016.