



**Art and Design Leader – Jessica Porter**

### **Aims and objectives**

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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The national curriculum for art and design aims to ensure that all pupils (2013):

- 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.

### **Teaching and learning style**

The Winterton Federation 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 in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, evaluating work and making links to the work of artists, craft makers and designers. We do this best through a mixture of whole-class teaching and individual/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 say what they think and feel about them. Teachers ensure that children have opportunities to record these processes and use them as a tool for future projects. We give children the opportunity within lessons to work on their own and 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, including IT.

We recognise the fact that we have children of differing ability in all our classes, and so 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 common 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;
- Using additional adults to support the work of individual children or small groups.



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### **Art and Design curriculum planning**

Art and design is a foundation subject in the National Curriculum. We use the National Curriculum, alongside our termly topics, as the basis for our planning in art and design. We have adapted some planning to the local circumstances of our Federation, in that we use the local environment as the starting point for some aspects of our work.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Artwork covered links with overall topics covered each term.

Our medium-term plans, which maximise opportunities for cross curricular learning, give details of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across the year. Individual lesson plans created by teachers develop these to fit the needs of their pupils.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the unit of work, so that there is an increasing challenge for the children as they move up through the school.

Pupils are 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.

### **For the early years' foundation stage:**

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### **Key Stage One pupils are taught:**

- To use a range of materials creatively to design and make products;
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



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### **Key Stage Two pupils are 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;
- About great artists, architects and designers in history.

### **Contribution of art and design to teaching in other curriculum areas**

**English** - Art and design contributes to the teaching of English in our Federation 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.

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

**Computing** - We use IT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using technology to record their observations. Children use the internet to find out more about famous artists and designers.

**History and Geography** – History and Geography topics provide the subject focus for much artwork, both individual and class /group responses to the study. Art is often planned around a central topic.

**Personal, social and health education (PSHE) 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. Where appropriate, they have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

**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 others 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 and cultures through their work on famous artists, designers and craftspeople.

### **Teaching art and design to children with individual needs**

We teach art and design to all children, whatever their ability. Art and design forms part of our Federation curriculum policy; it aims to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children. Differentiated activities take into account the needs of pupils with Special Educational Needs and Disability and Talented pupils. Children who are judged to be talented in art, are extended and challenged through the skills they are taught and then incorporate into their art.



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### **Assessment and recording**

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives and success criteria for their lessons. This in turn contributes to termly teacher assessments.

The art and design subject leader keeps evidence of the children's work. This demonstrates expectations of achievement in art and design in each year of school.

### **Resources**

We have a wide range of resources to support the teaching of art and design across The Winterton Federation. All our classrooms have a range of basic resources and each teacher has access to resources located in a central store.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader gives the Executive Headteacher an annual summary report, in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

***Art and Design Policy Reviewed by: Gemaine Cooney Summer 2020***

***Policy accepted by Staff: Summer 2020***

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