



ART AND DESIGN POLICY

RATIONALE

Develop creativity, skills and knowledge through exploration of different media, artists, sculptors, crafts people and architects.

AIMS AND OBJECTIVES

The school believes that Art is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils. The Art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential. At Norwood, we believe in the culture of art and using a wide range of media. As a school, we are constantly improving our knowledge of artists and sculptures.

By the end of a pupil's time in Norwood, we want our children in Art to:

Use a range of processes with success to create art (e.g. drawings, paintings, sculpture, collage, printing, e-art and textiles).

Draw an object accurately from direct observation.

Select and use a range of media with control (e.g. pencil, watercolours, poster paint, chalk pastel, oil pastel).

Use visual and tactile elements to achieve my intentions (e.g. colour, pattern, texture, line, shape, form and space).

Mix paint effectively to achieve a desired colour.

Know the difference between drawing pencils (e.g. 2H, HB, 2B), paints (e.g. poster and watercolour) and pastels (chalk and oil); and know their effect including when talking about famous art.

Know some famous artists (at least four, including at least one designer and at least one architect) and can comment on their work, including similarities and differences and making reference to visual and tactile elements.

Know some different styles of art (e.g. Classicism, Impressionism, Pop art) and artists who contributed to them.

TEACHING AND LEARNING APPROACHES

At Norwood, we make Art an enjoyable learning experience. We encourage children to participate in a variety of artistic experiences through which we aim to build up the confidence of all children.

We recognise that in all children have a wide range of artistic ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- teaching in small groups, individually or as a whole class setting tasks which are open ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- sometimes grouping children by ability in the classroom and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children;
- enabling children to appreciate the art works of established artists and craft workers through visits to art galleries and museums.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.

The Art curriculum at Norwood Primary contributes to children's personal development in creativity, independence, judgement and self-reflection.

PLANNING

The skills and knowledge that children will develop throughout each Art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of Art: drawing, painting, printing, textiles and sculpture.

Our school uses National Curriculum objectives to inform our planning. We have an annually reviewed long term plan in the form of a curriculum map. A progression of skills document ensures that skills and knowledge are reviewed and built upon each year. The skills form the basis of medium term Art plans for each year group. These cover two main projects throughout the academic year. The areas of investigating and exploring, drawing, painting, 3D modelling, printing/patterns and architecture are shared across the Key Stages, to ensure coverage.

Each lesson is planned out in the medium term plan, with appropriate learning objectives, vocabulary and resources acknowledged. From these plans, the teachers create appropriate PowerPoints, Lynx documents or visuals to teach and support the children in the Art Lesson.

On a triennial basis we plan an Arts festival which includes artists delivering workshops, acting as artists in residence and providing the school with permanent art works for display throughout the school.

Planning will ensure that, in addition to the requirements of the National Curriculum, there are frequent and regular opportunities to enhance learning through cross-curricular teaching, extra-curricular activities, homework, planned enrichment and extension work.

ASSESSMENT AND RECORDING

Pupils begin the year with a baseline art task linked to the human figure. Pupils' progress is assessed and monitored during the year through normal teacher planning and observation. Teachers make assessments against Art Skills in the Art Assessment document. Parents are informed of their child's progress at termly parents' evenings and via the annual reports which are sent home in the summer term. Photographs may be taken to record work.

RESOURCES

There are sufficient resources for teaching Art in the school. We keep specialist resources for Art in a central store and each classroom has more general resources. The resources are ordered in accordance to the resources documented in the Art planning. Every child has an individual sketchbook to record their work. This goes up with them as they progress through the school. Each member of staff also has a sketchbook for modelling and recording purposes. Each year, the resources are reviewed and replenished. Pupils are able to access images from the internet as we have a filter system in place so that inappropriate material cannot be accessed. It is possible for staff to import appropriate images and print them in school.

TIME ALLOCATION

Teachers are given ownership of when they teach Art and Design as long as they complete some Art lessons each term and the Art lessons in the planning are completed by the end of the academic year. This is monitored by the Art Curriculum lead.

EQUAL OPPORTUNITIES AND INCLUSION

All children will be provided with equal access to the Art curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background and according to their individual abilities.

SPECIAL EDUCATIONAL NEEDS/GIFTED, ABLE AND TALENTED

Adaptive teaching and scaffolding support in terms of learning objectives, tasks, teaching methods and resources are planned for pupils with SEND. All pupils have access to materials and opportunities that are suitable to their specific needs. Pupils working at greater depth in Art, are challenged with open-ended tasks, which provide opportunities to tackle more complex issues and use a wider range of resources. Please see the SENDCO if advice is required.

ICT

Opportunities to use ICT to support teaching and learning in Art will be planned for and used as appropriate. This may be in the form of art research and in Year 6, a computer aided design program.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

ROLE OF SUBJECT LEADER/MONITORING

The monitoring of the standards of children's work and of the quality of teaching in Art is the responsibility of the Art subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Art subject leader gives the Head Teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject. Actions for art are clear in the Curriculum Action plan and progress with these throughout the year are reviewed by the Curriculum Leader. The Art Leader is supported in the role through Termly meetings with the Curriculum Leader. The Art subject leader will have regular management time in order to review evidence of the children's work, gain an insight into pupil voice and undertake lesson observations of Art teaching across the school.

ROLE OF GOVERNORS AND PARENTS

Our governors determine, support, monitor and review the school policies on Art. In particular, they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning
- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning

OUTCOMES

Art will be fun. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school. Parents/guardians will be encouraged to participate in the teaching and learning of Art.

REVIEW

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing Body.