

Our Art and Design Policy is very much a reflection of our Mission Statement.
As our Mission Statement says: Living, Loving and Learning through Christ'

Living – We provide a safe environment where children are inspired to achieve their true potential.

Loving – We learn how to love Jesus and each other. We follow His example by showing kindness and respect to everyone. We see potential in all.

Learning - We educate and nurture all to meet the demands of the changing world with Love, Peace and Respect.

Document Purpose

This document reflects the school values and philosophy in relation to the teaching and learning of art, craft and design. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Subject Aims

Art is included as a foundation subject within the National Curriculum. The aims of art are consistent with our school philosophy and take account of LEA Curriculum Policy and National Curriculum Non-Statutory Guidance.

Art education should:

- Foster the individual child's creative ability and develop the technical skills necessary to bring them to their full potential
- Help children explore the world at first hand using all their senses and experimentation and so gain knowledge and understanding of the world in which they live
- Develop confidence, value and pleasure in Art
- Develop children's aesthetic awareness and enable them to make informed judgments about Art
- Be used to express their own ideas, feelings, thoughts and experiences
- Develop children's design capability
- Develop children's ability to value the contribution made by other artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures

The children will undertake a balanced programme which takes account of abilities, aptitudes, physical, emotional and intellectual development. It is expected that most children will achieve the end of Key Stage 1 at age 7 and the end of Key Stage 2 at the age of 11.

In learning Art the children will be provided with a range of skills, concepts and attitudes and mastery in a range of techniques and methods of working.

Curriculum and School Organisation

In order to achieve these aims Art is organised into a combination of modules and topics as laid out in the yearly planner. There will be opportunities for single subject study and integration into topic work. Planning on a weekly basis takes account of art work covered. Subject planning and evaluation for Art work is usually incorporated into year group topic planning and evaluation each half-term or term. This is seen in teachers' initial and long-term plans.

When planning and developing activities for a programme of Art, four major components are considered.

- Subject matter
- Media
- Key elements of Art
- Experience to be given

Learning activities are sequenced to ensure continuity and progression. They are taught through a combination of direct teaching, providing children with real experience, use of teacher-prepared materials, other artists' work, educational visits and resources on the internet.

Classroom Organisation and Teaching Style

Class teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways:

- Individually

- In groups – groups may be organised by ability (mixed or similar) age, friendship, or other criteria. Group work is organised so as to provide cooperation and effective learning and understanding
- As a class – where introductions and discussions are appropriate

Art is linked to other curriculum areas and cross-curricular links are identified in the yearly planner.

Assessment, Reporting & Record Keeping

See whole school policies.

Coordinator's Role

See whole school policy on Coordinator's Role.

Resources and Accommodation

An inventory of resources is available. It outlines the art materials available and the teachers' resources.

The current specialist materials are stored in classrooms. Resources for Foundation are to be stored in the new Foundation Unit. Children should not enter the cupboard to remove or replace any resources at any time. There is also an art cupboard for more specialized equipment which is only available to staff. The teachers' art books are located in the Art Cupboard.

All paper and card are ordered from the general stock. All other art stock is ordered by the coordinator.

It is the responsibility of the teachers and the Art Coordinator to review the use of resources, and resources will be replaced or purchased after review. Staff are asked to submit to the coordinator lists of any resources which they require to be added to the existing stock. The purchase is based on the Art budget from the main school budget.

Collections are constantly being built up gradually and appeals are made to parents, when required, for junk materials, fabrics and so on.

Equal Opportunities

See the whole school policy.

Art will be looked at from different cultures, and male and female artists. The policy will ensure that certain crafts such as sewing and weaving are not seen as tasks for girls only, and working with wood tools for boys only.

Inclusion

The needs of children with Special Educational Needs and or Disabilities, and those with a greater need for the development of fine motor control skills, will be met within the Art Policy, Schemes of Work and whole school aims. Activities undertaken are matched to each individual's needs.

Evaluation

Evaluation is ongoing throughout the school and discussed and reviewed annually. The staff work together to consider any necessary changes or adaptations to the policy. These are then discussed and agreed by the whole staff before the policy document is amended. Throughout the year the whole staff are encouraged to feedback any information and ideas, for example comments on how a particular topic is progressing and the work that children are undertaking, availability and suitability of resources etc.

Agreed By Governors: March 2021

Presented to staff: March 2021

Signed by Chair of Teaching & learning committee _____ Date _____

Signed by Head teacher _____ Date _____

Review date: Spring 2023