



## **ART AND DESIGN POLICY**

**Approved by RA on 26.11.18**

**Subject leader: Sue Lees**

We aim to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists.

It is an on-going aim of Holmwood School to link music, art, and dance to create a creative and expressive 'Arts' curriculum.

We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms.

### **AIMS & OBJECTIVES**

To encourage the natural abilities that every child possesses in this curriculum area.

To help children explore the world at first hand using their senses and experimentation to gain knowledge and understanding of the world in which they live.

To enable children to express their ideas, feelings, thoughts and experiences in a visual form and promote enjoyment in all art activities.

To develop ability to use a sketchbook as a 'notebook' for ideas and observations.

To teach children to look carefully at images and artefacts from the past, the present and from other cultures.

To help children communicate confidently and develop aesthetic judgements applied to their own work, to the work of others and to the world around them.

To develop skills and knowledge of materials so that ideas can be generated, undertaken and completed with success.

To use increasingly expressive language and art specific vocabulary to respond to their own work and that of others.

To give all pupils an opportunity to develop their I.C.T. skills using various graphics software packages.

## **ENTITLEMENT**

Holmwood School acknowledges and believes in the statutory entitlement of pupils to follow the objectives outlined in the new curriculum. However because of the special educational needs of our pupils we may need to differentiate and modify the curriculum in order for it to be accessible and appropriate. Each class receives an addition £200 to enhance the art curriculum in school.

## **ASSESSMENT**

The Attainment targets for Art will contain level descriptors in the form of 'I can' statements' as a benchmark to judge a pupil's individual attainment and against other pupils and end of year expectations.

## **PROCESS**

At Holmwood School we have developed a creative curriculum using Focus education. The Learning Challenge Curriculum. This process puts high emphasis on learners being involved in their own learning. It focuses on improving learner and teacher questioning and uses a key skills system to guarantee continuity and progression in learning across the whole school. It is the focus of the creative curriculum to combine subjects where possible and link to the term's topics. The school uses the most recent Objectives as a starting point for planning.

Due to the nature of the children within the classes it is necessary to 'back track' the curriculum to a suitable level of learning for the children.

Long term planning is carried out in September when teachers select the teaching Objectives for that school year and combining them with the creative curriculum topics and integrating with English and Maths objectives and targets.

Short term planning is carried out weekly showing learning Objectives, activities and planned success criteria linking where possible to the assessment of English and Maths targets.

Through planning and preparation, the teachers of Holmwood School , encourage children to access a range of artistic forms from a variety of cultures. Where appropriate we combine Music, dance and Art to create an 'Arts' curriculum and will invite outreach services into school to support this development.

The teacher will normally present the Art programme with Teaching Assistants supporting. Art is essentially a practical subject requiring different amounts and types of resources and support for the pupils. The TA's role will include:

- Giving out and collecting Art resources, materials and equipment where necessary
- Joining in with the activities and demonstrating expected skills as necessary
- Identifying pupils who need greater support and monitoring other pupils.
- Pre-empting any potential behaviour problems

- Offering ideas for extension activities
- Supporting pupils with self-evaluation processes
- Mounting and displaying pupils' work in attractive and interesting ways

It is important that our pupils have as much hands-on Art activities as possible. In the early stages this tends to be built around exploratory first-hand experiences with as many different types of media as possible. In the later stages it develops towards creating 2D and 3D Art pieces where all the skills of becoming artistic are explored and practiced, monitored and evaluated on a regular basis.

The school 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, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities.

Throughout the year we give children the opportunity to work on their own, collaborate with others, work in two and three dimensions and on a range of different scales. Children also have the opportunity to use a wide range of materials and resources, including Computing.

In Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work or continuous provision, children explore a wide range of activities using their senses and a broad range of materials and tools.

All teachers draw attention to interesting examples of individual performance as models for the other children to explore and discuss. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Adult input is in the form of discussion and verbal input along with demonstration if necessary – adults will not be adding to work or changing finished pieces.

The art subject manager will keep a school portfolio of photographs through Earwig which reflects the diversity of art work within the school. This is a resource for teachers, parents and children. It can also be used as a method of sampling the progression of children's art work within the school.

Children's sketchbooks will be used not only as an on- going record of developing art skills but as an aid to informal teacher assessment.

## **EQUAL OPPORTUNITIES**

Planning should take into account the needs, gender and race within each year group so that all children find the work accessible, stimulating and, whenever possible, appropriate to their interests.

Children with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from 'open ended' art tasks and activities.

It is also a subject not necessarily governed by academic ability and provides all children with an opportunity to succeed. Each child is encouraged to feel their work is respected and of equal value to the work of others. Each child's work is celebrated and displayed – thus helping to promote self-esteem.

We aim to give all children the opportunity to develop an appreciation of art from different cultures through topic work or when studying religions and specific festivals.

Teachers present pupils with work from a variety of artists, craft workers and designers – including both genders and work from artists with a variety of ethnic backgrounds.

## **RESOURCES**

We have a wide range of resources to support the teaching of art and design across the school. Larger and more specialised equipment can be found in the large art stockroom. Located in the School Hall Art resource area. General and frequently used resources are kept in individual classrooms. Each year Art is given a allocated budget to replenish resources. If staff need additional resources to support the teaching of their individual lessons they should speak with the coordinator at the beginning of the school year to ensure that these can be purchased from the budget.

The use of the school minibus will also be used to allow the children to experience learning of Art through field work opportunities and visits to Museums and Art Galleries.

It is the responsibility of the teacher to ensure a risk assessment has been completed and the relevant application form has been submitted on-line with the Local Authority.

## **CELEBRATION OF SUCCESS + DISPLAY**

Display is a valuable tool for sharing art work and should be a vehicle for celebrating the child's work within this subject. Art work will be displayed within classrooms and throughout the school.

All year groups are allocated display boards outside their classrooms and these are frequently changed. They focus on a specific school themes or individual class topics.

Display boards are backed with a complementary border and work is mounted before being displayed. Any art displayed must be created by children and not produced by adults

### **HEALTH + SAFETY**

It is essential that teachers make pupils aware of any potential hazards when working with a variety of tools and materials. Teachers and pupils should know how to stay safe in relation to use and, when necessary, storage.

### **ROLE OF SUBJECT MANAGER**

Ensuring that the art policy is implemented consistently throughout the school.

Providing advice and assistance to all staff and providing staff training when necessary.

Keeping up-to-date with new guidelines on Art in the curriculum.

Liaising with outside agencies.