

PHEASEY PARK FARM PRIMARY SCHOOL

ART AND DESIGN POLICY

Mission Statement

We have the motto "Believe and Achieve" to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.

Aims

At Pheasey Park Farm Primary School everyone aims to work together to strive for excellence in learning and behaviour. Every child has the right to achieve their potential in a positive, orderly and stimulating environment. We aim to bring learning alive and encourage confident learners who enjoy thinking, active enquiry and participation.

We aim to value children as individuals and support them to achieve success. The curriculum is responsive to changes in society and in education and promotes responsibility to prepare children to become responsible citizens. The school aims to provide the essential building blocks for future learning as well as fostering at each stage vital social, emotional, intellectual and spiritual developments, as well as British Values and Cultural Capital.

Curriculum Drivers

Our Curriculum Drivers are:

Possibilities - for pupils to be aware of all opportunities available to them and have high aspirations for their future

Resilience - for pupils to have the courage to bounce back from any set backs or challenges and maintain a positive outlook on life

Diversity - for pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences

Curriculum Intent

At Pheasey Park Farm, we want our children to acquire the knowledge and skills in a wide range of media, to experiment, express themselves and create their own works of art, craft and design. We want our children to become independent thinkers; confident in evaluating the creative work of others, including that of artists, craftspeople and designers. It is important to us that our children develop a deeper understanding of the ways in which art has shaped our history and culture.

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

- 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

Learning Outcomes:

Early learning goal - 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.

Early learning goal - 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be 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

Key stage 2

Pupils should be 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.

Pupils should be 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 (for example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history

Art work is developed through topics and on dedicate curriculum days. Often Art, Craft and Design can be integrated with other subjects to ensure cross curricular links, particularly Maths, English, D.T. and Digital Learning However, some aspects of Art need to be studied, therefore, Art may needs to be a discrete area.

Curriculum Implementation

In order to ensure that children at Pheasey Park Farm School and Early Years Centre have the best learning opportunities in art and design, we implement a curriculum that is sequenced so that the children learn about art and design, materials and methods according to their developmental needs. (See appendix one)

There is a balance between art and design. Two and Three dimensional work is carried out on a variety of scales. The use of Digital Learning is developed. The children will look at art from different cultures and eras. They also evaluate their own work and that of others.

To achieve this we need to use a variety of sources for inspiration:-

1. Natural forms
2. Photographs
3. Books
4. Objects (manmade)
5. Buildings
6. Original and reproductions of work
7. People

Sources from other cultures and eras include;

1. Pottery
2. Weaving

3. Clothes
4. Buildings
5. Sculptures
6. Paintings
7. Portraits
8. Prints

The children also compare different images of the same thing. They may choose their own objects and materials to investigate and produce imaginative and practical conclusions. The scheme ensures the need for children to become visually perspective through:-

1. Visualising ideas
2. Looking at objects
3. Working from experience, memory and imagination
4. Gathering information to use.
5. Sketching and recording images in a variety of ways.
6. Judging and becoming critical
7. Talking about ideas and feelings.

The ability to look at artists work is developed by comparing and discussing techniques and themes. The children need to develop the ability to use a variety of materials and techniques.

The children are encouraged to experiment and try ideas before they adapt and change their work. They need to decide on the criteria in which to judge work and how they can use appropriate vocabulary to justify and explain their preferences.

As the children progress they also become constructive, supportive and positive in their attitude towards work. They will show how opinions and judgements can be taken into account to improve their work.

Resources

Resources for the teachers and children to use in order to implement the art scheme are artefacts, pictures, posters, photographs and the use of the internet. We also have many books about artists and artists' work, including some prints. All materials and medium are available and stored in classrooms and the art room.

There are opportunities to display art work within the school and classrooms.

The children have the opportunity to attend extra curriculum clubs that include art and sewing.

Special Educational Needs

The whole school policy for Special Educational Needs applies to the teaching and learning of art and design. All children are encouraged and supported to develop their full potential in art and design. Some children may require extra support in the classroom and opportunities

for consolidation and reinforcement. Activities are differentiated to meet the needs of all pupils.

Academically More Able

To challenge academically more able children, they will be given open-ended questions and tasks and be encouraged to follow lines of thought creatively and independently.

We will strive to further develop their personal learning, thinking and artistic skills through detailed observational drawings and effective use of a wide variety and mix of resources, medium and materials for the challenging tasks set. Children will also be given enrichment tasks and activities that combine both breadth and depth.

Cross-Curricular Links

Art and Design is a subject that touches on many other areas taught at Pheasey Park Farm Primary School, such as English, History, DT and Music. When it comes to teaching, the obvious areas where these topics can be taught together are known as cross-curricular links.

At Pheasey Park Farm, we believe that cross-curricular links are important because:

- They help the curriculum to become a 'whole learning experience' with continuity rather than a series of separated lessons on different subjects.
- They can improve teaching by getting both teachers and pupils to work together for common goals.
- They add fun and novelty to lessons, encouraging wider thinking, participation and enthusiasm.
- They promote subjects with 'reality', setting topics into a relevant context for pupils and remove the isolated learning so often associated with single subject teaching.
- It gives opportunities to practise and apply skills using technology in order to locate and present information efficiently and appropriately.

Roles and Responsibilities

There is a named subject leader responsible for co-ordinating the teaching of art and design throughout the school. Their role is to:

- Provide support, advice and resources to members of staff.
- Monitor the teaching of and outcomes for all children, revising policies and supporting staff with planning of art and design where necessary.
- Monitor the teaching of art and design across the school, highlighting the continuity and progression of the areas taught across the school.
- Attend relevant training and support staff through relevant INSET sessions.
- Monitor the use and need of resources throughout the school, including managing the budget allocation for art and design.

Inclusion

Effective inclusion involves teaching a lively, interesting, relevant and stimulating art and design curriculum that:

- Builds on and is enriched by the differing experiences pupils bring to art and design.
- Meets all pupils learning needs, including those with learning difficulties or who are academically more able, boys and girls, pupils for who English is an additional language,

pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in art and design, some pupils may require:

- Support to access art work, artefacts and text.
- Help to communicate their ideas creatively.
- A non-visual way of accessing sources of information.

Equal Opportunities

At Pheasey Park Farm Primary School we recognise that in each class there are children of different abilities and we seek to ensure that every child is able to access the curriculum at their level, irrespective of gender, ability (both mental and physical), heritage, ethnicity or social circumstances. In our planning and teaching we aim to provide support and extend those children of lower or higher ability to ensure each child achieves. We look for ways to enable every child to present their work, whether it is through written evidence, drawings or annotated scribing by an adult, as well as using ICT to record ideas. By incorporating varied methods of recording, no child should be disadvantaged by their abilities in other areas such as English. Visual, auditory and kinaesthetic learners are supported and planned for in accordance with their needs. Great importance is placed upon the use of visual images within art and design, as it is a major tool for the development of vocabulary for pupils who struggle with English language skills.

Monitoring and Review

All teaching staff are involved in the planning and teaching of art and design. Monitoring will be carried out by the head teacher, senior management team and subject leader in the following ways:

- Informal discussion with staff and pupils.
- Collection/ monitoring of art and design planning.
- Monitoring of work through book trawls.
- Classroom observations.

Organisation

Classroom organisation for art and design should ensure that the children have suitable work areas, resources readily available and have access to and use artefacts effectively. Children should be trained to use the equipment safely, correctly and to tidy equipment and materials after use.

Impact

Art, craft and design embodies some of the highest forms of human creativity and develops children's cultural capital. A high-quality art and design education engages, inspires and challenges children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The children learn how to problem solve and become resilient learners. As children progress, they should be able to think critically and

develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Recording and Assessment

Children assess their own work against the learning objective and success criteria. Peer assessment can be used to feedback and share ideas. Teacher assessment is used against the progression of skills. The end of year report for parents includes an art and design comment to record the child achievements.

Mrs H. Brookes.

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