



Chad Vale Primary Art and Design Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Siobhan Cutts
School adoption date:	Jan 2018
School's review date:	Jan 2020

CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. This policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: We have the right to say what we think should happen and be listened to.

Article 13: We have the right to information.

Article 15: We have the right to meet with friends and join groups and clubs.

Article 17: We have the right to honest information from newspapers and television that we can understand.

Article 23: We have the right to special care and support if we have a special need.

ART AND DESIGN POLICY STATEMENT

At Chad Vale we believe that all children need a meaningful context, a clear purpose and concrete sensory experience in order to learn and progress in art and design. Art and design is not only a visual experience. Contemporary art often combines media in multi-sensory works such as installations. These use the viewer's sense of touch, hearing and movement through space, as well as sight. By extending teaching and learning in art and design to include all the senses, teachers can provide for the variety of thinking skills and learning styles that will include all learners.

THE NATIONAL CURRICULUM 2014

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.

PLANNING

Art and Design is a foundation subject in the National Curriculum. Our school has created a bespoke scheme of work as the basis for its curriculum planning in art and design. Teachers adapt this planning to allow for different abilities within the classroom and to allow the children to become independent artists. We also use the local environment as the starting point for aspects of our work, as well as trying to create cross curricular links with other subjects.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage.

Our medium-term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

We plan the activities in art and design so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The Foundation Stage



We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the EYFS of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in art and design. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction materials safely, with increasing control.

In the foundation stage, art and design forms part of 'creative development'. Children take part in both teacher-led and independent art activities. They are given the opportunity to explore a variety of media such as paint, pastels, chalk, inks, collage materials and malleable media such as clay and play-dough. Pupils are taught a range of skills and are encouraged to use these skills in their independent learning.

CROSS-CURRICULAR LINKS

English

Art and Design contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways for our children to develop an understanding that people have different views about art and design. The evaluation of art works requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views, opinions and clarify their artistic ideas.

Computing

We use Computing to support art and design teaching when appropriate. Children use software to enhance their skills in art and design, and use draw-and-paint programs to model ideas. They use databases to provide a range of information sources and the internet to research information needed for their particular topic. The teachers use Computing skills to teach their topic and show ideas and data.

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. Our 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. Through their collaborative and co-operative work across a range of activities and experiences in art and design, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of

groups.

TEACHING METHODS AND APPROACHES

The school uses a variety of teaching and learning styles in art and design lessons. The principal aim is to develop children's knowledge, understanding, planning, designing and creating in art and design. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and creating pieces of art and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing works, their own work and that of others. They have the opportunity to use a wide range of materials, tools and resources, including Computing.

In all classes there are children of differing abilities. We recognise this fact and 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 results;
- setting tasks of increasing difficulty where not all children complete all tasks – Higher level thinking questions;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- differentiating the booklets produced to plan and develop the children's ideas and differentiating the task. Lower ability children may be offered a frame to start their work whereas higher ability children may be asked to design their own.
- using additional adults to support the work of individual children or small groups, or by pairing higher ability children with a lower ability child.

ORGANISATION

Art Weeks

During the school year the children enjoy the opportunity to take part in Art Week twice a year. This is where the teacher and the children create their own artwork and design based on a theme decided by the Creative Arts Committee. This reflects the importance that we place upon pupil voice, and subsequently each teacher will plan and design their Art Week work, theme and display based on the key objectives for their year group and the ideas of the children.

Resources

Basic resources are kept in classrooms. All other art resources are kept centrally and updated on a regular basis.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures using and holding tools correctly.

ASSESSMENT, RECORD-KEEPING AND REPORTING



Attainment in art and design is recorded using the school's electronic tracker system. This highlights the key objectives for each year group, and enables teachers to identify those children who have met or exceeded expectations, and those who need further support. Progress is recorded in pupils' individual art portfolio or 'progress book'. This contains digital photographs of the children's art work, annotated by pupils. Children in the foundation stage and year 1 may dictate their comments to an adult scribe.

Teachers then use their evaluations to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Each child has an art book that follows them through the school from Year 1 to Year 6. This allows each teacher to assess progress and use this as a base for future planning. The art leader regularly monitors these sketch books through art book trawls and offers feedback to staff.

This demonstrates what the expected level of achievement is in art and design in each year of the school.

MONITORING/EVALUATION

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 coordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of art and design, through discussion or team teaching; being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

INCLUSION AND EQUAL OPPORTUNITIES

We teach art and design to all children, whatever their ability. Art and design also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their Individual Target Plans (ITPs).

Policy agreed on:

Chair of Governors: