



Art and Design Policy and Guidelines

This policy covers all key stages and all wrap around and after school activities.

Definition

Art and Design refers to the expressive mediums including drawing, painting, sculpture, ceramics, textiles, printmaking and collage. It also includes new and developing mediums such as performance, conceptual art, music concrete, photography, film, video and digital work and as such has links to other subjects such as English, PE (dance) and Computing.

Art and Design is concerned with personal expression, visual, tactile and auditory communication, sensory perception, emotional and intellectual development, physical competence, social awareness and critical judgement.

Art and Design provides an opportunity to develop imagination, creative ability, independent thought, personal decision-making, confidence and self-belief. This extends further than simply Art and Design lessons and enhances learning in all areas of the curriculum through the creative cross-curricular approach to learning used in our school.

Art and Design enables children to express, organise and develop thoughts and ideas, and also develop practical skills and techniques. It encourages them to appreciate, enjoy, make sense of and comment on the world in which they live, and identify, explore and develop the work of other artists, craftspeople and designers from different periods, cultures and traditions including, but not limited to, the work of the more famous artists. As such Art and Design can be a strong subject in which to undertake work relating to SMSC (Spiritual, Moral, Social and Cultural) aspects of teaching and learning and Citizenship.

Entitlement

Cockfield Primary School believes that all pupils are entitled to a broad and balanced Art and Design curriculum that offers the opportunity to:

- Explore and develop their use of the mediums of drawing, painting, sculpture and ceramics, textiles, printmaking, collage and access to newer mediums such as photography, film/ video making and digital-based art forms;
- Explore and develop their use of the visual elements of line, tone, colour, pattern, texture, shape, form and space;
- Explore and develop their use of textural elements such as rough and smooth through drawing, painting, sculpture, ceramics, textiles and collage;
- Explore and develop their understanding of the links between Art and Design and the other art forms. For example, artistic responses to music and vice versa.
- Knowledge and understanding of the work of other artists, designers and craftsmen/ women from a range of global cultures and how this relates to the child's own work.

Inline with the findings of the Rose Report, and a cross-curricular approach to teaching and learning, Art and Design will be undertaken through linked thematic topic work. Art and Design and creative activities will also be undertaken throughout the wider curriculum so as to enhance teaching and learning in this area and aid that in others. This will help to ensure the acquisition and transferral of key skills and essential knowledge throughout all areas of learning and foster creativity and imagination.

Special Educational Needs and Disabilities

The school is committed to providing a curriculum that is appropriate to, and meets the needs of, every child, enabling each to reach their full potential. Teachers provide learning opportunities that are matched to the needs of their children including with learning difficulties as well as those that are identified as being more able and talented, differentiating work where necessary.

Health and Safety

Pupils will be taught the safe and sensible use of all tools and materials in Art and Design and will be made aware of any risks associated with the use of particular tools and materials, e.g. dust and glazes in ceramics work, scissors and cutting knives, using jantings and hot wax to make batiks, etc. Any child who deliberately misbehaves or misuses tools and materials or acts in a dangerous way during Art and Design lessons will be dealt with following the school's behaviour policy although in such circumstances it may be appropriate for the teacher to remove the child immediately from that activity so as not to endanger him/herself or others.

Equal Opportunities

At Cockfield School we believe that all children are entitled to equality of opportunity within all subjects irrespective of race, gender, sexual orientation, religious belief, physical or mental condition or background.

Aims

- To develop imagination and creativity;
- To observe and record visual images and to express ideas and feelings;
- To interpret visual images and other works of art;
- To transform materials into images and objects with skill and discipline;
- To study the work of artists, craft workers and designers from a range of cultures.

Objectives

- To develop creative and technical skills;
- To extend children's experience of materials and encourage experimentation in order to discover the possibilities of these;
- To enable children to use materials with skill and discipline to respond creatively to tasks;
- To develop the capability for imaginative and original thought and experimentation;
- To develop the ability to articulate, communicate and evaluate;
- To introduce and extend a knowledge and awareness of works of art, craft and design from their own and other cultures.

Teaching Methods

...a well-planned, vibrant curriculum recognises that primary children relish learning independently and co-operatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world.

(Sir Jim Rose)

In every classroom there should be a combination of whole class work, group and individual activities reflecting the needs of individual learners and the work in hand. The introduction of a new skill or technique is often suited to whole class teaching. So too is the looking at, discussion and evaluation of artwork although this type of work is also suited to small group work and work with partners. Group work encourages a co-operative approach and provides a forum for speaking and listening: especially discussion, the expression of personal views, the ability to respect the varying views of others and the ability to explain things clearly. Individual work allows pupils to express their feelings and individuality. The teacher's role is to offer technical and creative advice where necessary and progressively teach appropriate skills, but at the same time to encourage an open and hands-on approach. Open-ended questioning techniques will be used effectively to encourage this.

Demonstration by the teacher of a technique or the correct way to use tools is important, while he/she should also make it clear that there may be other ways of doing things and encourage full exploration of ideas.

A child will not be able to express her/himself clearly without the skills, techniques, discipline and knowledge to do so and these must be taught. The skill and processes undertaken in creating a piece of work is of equal, if not more, importance than the finished product.

Sketchbooks

In line with Durham LA Art Advisory recommendations all children in Key Stage 1 and Key Stage 2 should have their own sketchbook that moves with them through the school. It provides an important record of progress in investigation, research, experimentation, development and observational drawing. Cockfield Primary School believes that the practice of keeping a working sketchbook is good working practice and will be begun at the beginning of Key Stage 1.

A sketchbook is a working book- a place to experiment and try out ideas. A 'sketchbook' is not simply a book for sketching. It is more of a process through which ideas are collected, developed, researched and reviewed. It has elements of a portfolio, scrapbook, journal and notebook as well as a book in which observational drawings are made. Due to this experimental nature it is also important to remember that this is a book where mistakes are free to be made and can be made. Do not encourage the children to rub out or otherwise destroy these 'mistakes' as they are a vital stage of development. Instead encourage them to reflect upon them and consider, with teacher guidance, how they could develop and build upon their earlier attempts.

The sketchbook may contain any or all of the following:

- Observational studies/ drawings;
- Plans and ideas;
- Annotated drawings;
- Written notes, analysis and descriptions;
- Evaluations of work;
- Experimentation and development of the use of line, tone, colour, pattern, texture, shape, form and space;
- Visual images and notes from a range of sources. E.g., cuttings, photographs, lettering, patterns, collected materials (leaves, packaging etc.)

Coverage, Progression and Continuity

Progression in art is not necessarily in a straight line! There may be periods of apparent regression and periods where progress appears to be slow. Time and space must be allowed for consolidation and mastery of skills and to allow creative, expressive and cognitive development in light of personal experience and understanding of concepts. However, we must be aware of the need to deliver a curriculum that ensures outstanding pace and progression.

Planned progression is built into the school's long-term plan for Art and Design in order to ensure good pace and progress and a suitable challenge for pupils as they move through each key stage. Coverage of the National Curriculum is ensured, and built further upon, through the school's long term plan for Art and Design, which is adapted from Durham LA's Art and Design Skills Development documentation, ensuring that children progressively develop their skills in key areas through lessons planned and delivered by their teacher over each academic year. Pace and

progression is ensured by teachers using formative assessment and their professional judgement to pitch learning at the relevant levels for children in his/her class.

Children go through stages of development in their art making and these have been defined as follows by Lowenfeld and Brittain (1970):

- ‘Scribbling’ (ages 2-4)
- ‘Pre-Schematic’ (ages 4-7)
- ‘Schematic Representation’ (ages 7-9)
- ‘Dawning Realism’ (ages 9-12)
- ‘Pseudo-Naturalism’ (ages 11-14)
- ‘Adolescent=Adult Art’ (14 upwards).

These stages are explained in greater detail in the appendix to this document but it is important to note that the ages given are rough cognitive ability ages and that these will change with every child. This is especially so in those that are more able and talented, or with special educational needs. What must also be noted though is that during the ‘Dawning Realism’ stage (roughly ages of 9 – 12) children will begin to develop a desire for everything to be created ‘as seen’ if they are only exposed to art that exemplifies this and without teacher support and a curriculum that provides examples of artworks that prove otherwise, a severe lack of confidence can develop at this stage which may last for a life time if not dealt with.

Planning

Curriculum planning in Art and Design is carried out in three phases; long term, medium term and short term. The long-term plan has been developed in such a way that teachers are free to choose and adapt which strands of work to cover over a two-year rolling programme as long as the strands in their particular year groups have been covered over the two years. This has been done to allow Art and Design to be incorporated into the creative cross-curricular approach to learning used in our school.

Medium term plans are then drawn up from these by the class teacher. These medium term plans generally outline the topic work to be undertaken during one half-term although these may on occasion be longer or shorter than this. Short-term weekly planning will then show what aspects of Art and Design will be taught in that particular week and how.

All stages of planning require the teacher to reflect and build on prior teaching and learning and provide opportunities for children of all abilities to develop their skills, knowledge and understanding.

Art and Design is catered for in the EYFS framework’s specific area of ‘Expressive Arts and Design’ and the strands of ‘Exploring and Using Media and Materials’ and ‘Being Imaginative’. During the EYFS age range creative and artistic activities and opportunities are planned for and provided as part of the EYFS unit setting. The children experience a wide range of imaginative and enjoyable activities related to half-termly topics that planning is based around. Children’s development is assessed against the age-related Early Learning Goals and further objectives and opportunities for teaching and learning planned in light of this to ensure good progression during their time in the EYFS unit.

Assessment

Assessment is a key element of effective teaching and learning being that it informs the successful deliverance of future lessons in a continuing cycle. As such teachers should under take the task of assessing the children's work in accordance with school's policy.

At the end of each lesson teachers should make notes on their planning of those children who have made less or more progress than expected on their planning sheets. There is no need to note children who have worked in line with what was to be expected as lessons are planned on this expectation. For those that have achieved less or more than what was to be expected the teacher may choose to alter the following lessons to cater for this as necessary.

At the end of every half-term long-term plans should be highlighted by teachers to show which areas of learning have been covered. This will then inform future planning and ensure coverage and that progress is maintained as work can be pitched at the correct levels of ability.

At the end of each year class teachers are required to report to parents on their child's/ children's attainment in Art and Design. Class teachers must also report to the head teacher/ subject leader on the number of children in their class working below/ inline/ or above expectation in their class so as to allow the school to monitor and assess the impact of teaching and learning and identify strengths, weaknesses and areas for improvement.

To ensure and evidence progression is being maintained throughout the school, each September all children in KS1 and KS2 are required to undertake a drawing activity without adult intervention in their sketchbook. This task involves making an observational drawing of an item, such as a pair of shoes or a plant, and is repeated each year. This will help to evidence and track the child's progression and also allow the school to further monitor and assess the impact of teaching and learning and identify strengths, weaknesses and areas for improvement when monitoring sketchbooks and works of art.

Assessment for Learning

Assessment for learning empowers children to take more control of their own learning by enabling them to know where they are at, knowing what they hope to achieve and therefore being able to set and work towards a small, achievable target. In this way it is hoped that pace and progression will be maintained and developed with children becoming active in taking responsibility for their learning.

To support assessment for learning it is expected that teachers will share their objectives and success criteria with children so that they know what they are going to be learning about, how they will do this and what they will be expected to achieve. This involves introducing a topic of work at the beginning and stating what can be expected in terms of teaching and learning and outcomes. It also involves sharing objectives and success criteria for each lesson /session at the beginning of the

lesson, referring back to these throughout the lesson and recapping these at the end. Through out each topic of work the children should be given opportunities to self-evaluate their own work stating what they feel they did well, what they could improve and how they could do this in the future. How this is undertaken is up to individual teachers and it may be undertaken as a speaking and listening task in small groups or talk-partners or it maybe a written task.

Resources

The school holds Art and Design resources for the deliverance of the Art and Design curriculum and the running of the school Art club. However, it is recognised that resources are needed for the undertaking of other art activities in cross-curricular lessons and to support the curriculum as a whole. Some resources are stored centrally in the resources cupboard, the back of the hall and in the cellar whilst others are classroom-based resources. It is the responsibility of those removing resources from these central areas to return them correctly to their places again. Resources that are stored incorrectly or not returned hinder the effective deliverance of the Art and Design curriculum and often mean that vital monetary resources are wasted as effective auditing of resources is also hindered.

If resources are used up or are becoming low then it is the responsibility of the teacher or teaching assistant discovering this to report it to the Art and Design subject leader so as to aid auditing and allow the effective deliverance of the curriculum. This is especially necessary so that teachers do not find resources to be missing when undertaking their work. It is the responsibility of teachers to check that the resources needed for the deliverance of a topic of work are available before the beginning of a unit of work. If they are not then they should again report this to the Art and Design co-ordinator in due time so as to allow new resources to be secured.

Display

The school has developed a separate display policy that is included in the appendix to this document.

Arts Policy

Arts is a wider term which includes not only Art and Design but other creative areas such as dance, drama, music, digital work, photography and film and video and which, by its nature, also involves other subjects of the National Curriculum. The school's Arts Policy is included as an appendix to this document.

Updating and Reviewing

This document will be reviewed again in **March 2018** and will also be updated as necessary to take account of recommendations by the Art and Design subject leader, senior management, LA advisors and OfSTED. It will also take account of feedback from staff that implement the successful deliverance of the school's scheme of work for Art and Design.

