

# ART AND DESIGN POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	
Chair of Governors' Signature	

## Document Change History

Version	Date	Change Details
1	April 2009	New Policy
2	October 2020	New policy format and re-write of policy.
3	July 2022	Policy amended to reflect new scheme used to teach Art.
4	July 2023	Policy review, changes made in section 3 and change of wording from ICT to Computing.

## 1. Aims and Objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are to:

- 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.

## 2. Teaching and Learning Styles

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/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we 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 responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

## 3. Art and Design Curriculum Planning

At Lakenheath Community Primary School we teach Art using the Kapow Scheme (*From Early Years to year 6*). This scheme is written by experts in their field and is designed to give pupils every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the world around us. Children's skills are developed and built upon each year so that progression can be seen clearly across the school. The Kapow Art scheme of work *focuses on painting, drawing, sculpture and craft and design. Each phase focuses on painting and drawing every year with alternate years focusing on either sculpture or craft and design.*

Key skills are revisited again and again with increasing complexity. This allows pupils to revise and build on their previous learning.

## **4. The Foundation Stage**

We encourage creative work in the reception class where we relate the development of the children to the objectives set out in the Early Years Foundation Stage guidance, which underpins the curriculum planning for children from birth to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

## **5. Contribution of Art and Design to Teaching in other Curriculum Areas**

### **English**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **Computing**

We use **computing** to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Children use the internet to find out more about famous artists and designers.

### **Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

### **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. 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. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

## **6. Teaching Art and Design to Children with Special Educational Needs**

We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our 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.

## **7. Assessment and Recording**

During each lesson, progress will be assessed in a range of ways. The children will be aware of the skills they are developing and will be able to look back on what they achieved before. Through, self and peer evaluation the children will discuss what they have done well and what they will need to continue to practise and develop in order to continue to improve their skills in that particular area. The teacher will also make suggestions and refer back to previous modelling to support the children.

## **8. Resources**

*We have a wide range of resources to support the teaching of art and design across the school. All Key Stages have a range of basic resources, but we keep the more specialised equipment in the art and design store. This room is accessible to children only under adult supervision.*

## **9. Monitoring and Review**

*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 leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader has specially allocated management time, which is used to review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.*

