



St. Saviour's Church, Coalpit Heath.

The Manor C of E Primary School

Policy: Art & Design

Author: Ms Cornish

Date: January 2011

Approved: _____ Headteacher

_____ Chair of Governors

The Manor Church of England Primary School

Art and Design Policy

1 Aims and objectives

1.1 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.

1.2 The aims of art and design in the curriculum are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of skills, visual and tactile elements, and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

2 Teaching and learning style

2.1 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 model activities and draw attention to good examples of individual performance as models for 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. Children are given the opportunity within lessons to work on their own and in collaboration 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.

2.2 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.

3 Art and Design curriculum planning

3.1 Art and Design is a foundation subject in the National Curriculum. It is an inherently cross-curricular subject and every effort is made by staff to plan in a way which enables children to make connections in all their learning. Staff refer to our Art Framework to ensure children are given opportunities to develop their skills in drawing, painting, printing, clay, three-dimensional sculpture and collage, and to experience and build upon a variety of techniques during each key stage.

4 Health and Safety

4.1 All activities, both on and off site are planned with due regard to health and safety. Any visits involving children leaving the school site will be subject to a risk assessment.

5 The Foundation Stage

5.1 We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three 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.

5.2 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. Where possible, we give them the opportunity to work alongside artists and other adults and to visit museums and galleries. The activities that they take part in are imaginative and enjoyable.

6 Information and communication technology (ICT)

6.1 We use ICT to support Art and Design teaching where appropriate. Children use software to explore shape, colour, pattern and texture in their work. They collect visual information to help develop their ideas and use digital and video cameras to record their observations as well as manipulate images. Children use the internet to find out more about artists and designers.

7 Resources

7.1 The school has a wide range of resources to support the teaching of Art and Design. Resources are matched to children's developing abilities to ensure progression of skills throughout the school.

8 Monitoring and review

8.1 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 through Best Practice Forums, and providing a strategic lead and direction for the subject in the school within its School Improvement Group. (SIG5)

Policy updated: January 2011

Signed:

Date:

L. Cornish (Art Subject Leader and SIG 5 Leader)

Agreed by Governors:

Signed:

Date: