

The Wolds Federation Art and Design Policy



At the Wolds Federation we believe that our Christian Vision is also intrinsically our curriculum intent

Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.

“The child Jesus grew and became strong; he was full of wisdom gaining favour with God and with people. “Luke 2:54

Introduction

Art has a significant and valuable part to play in the overall ethos of the school. Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work with a variety of media, style and form.

Studying the work of different artists from many different periods through history gives children an understanding that art has been used not just for creative expression but connect them to the greatest of art produced by men and women throughout time.

It enables children of all abilities to use their creative imagination to achieve to achieve their potential with guidance and given criteria. Children work individually and as part of a group to develop their social and personal skills. Art is taught in a variety of ways, both as a specific subject but wherever possible it is linked to other areas of the curriculum. Art, however, retains its own specific creative base and its skills and techniques. Where it is linked to the curriculum it gives children the chance to develop art skills and reinforce skills already established.

Art contributes to a broad and balanced arts provision and is taught as part of the National Curriculum.

Aims and objectives

The Wolds Federation of schools believes that art is a vital part of the education of all children, a subject in its own right and will therefore try to ensure that art has a high profile. Whilst it might be an enjoyable activity, it is not seen as therapeutic work or just a hobby. It is important that art skills, the actual teaching of art skills and art appreciation skills are taught separately and not just as part of the topic framework. However, art will have a part to play in other subject areas and may be used to enhance learning in other subjects such as RE, history or geography.

The child's use and understanding of the visual language of art needs to be developed by effective teaching and as part of a considered sequence of experiences.

Through our art curriculum it is essential that all children understand how art and the work of those in the creative industries contributes to the economic wellbeing of the country as well as developing their knowledge and skills in the subject.

Curriculum organisation

To achieve the aims and objectives, the school will plan a range of activities in art which provide the following opportunities for pupils:

- Record responses, including observations of the natural and made environment;
- Gather resources and materials using them to stimulate and gather ideas;
- Explore and use 2D and 3D media, using a variety of scales;
- Review and modify their work as it progresses;
- Develop understanding of the work of craftspeople, artists and designers from a range of times and cultures, applying their knowledge to their own work;
- Respond to and evaluate art and craft including their own and other's work;
- Show development in their ability to create images;
- Understand and apply the basic principles of art and craft to include: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective;
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work

Teaching and learning

Art will be taught in a variety of ways, sometimes in blocked time to allow for the development of skills and understanding in depth, sometimes in individual skills lessons and sometimes on a week by week basis linked to the topic work. Planned opportunities will take account of pupil's previous experience in art.

Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration and the clear use of questioning and discussion.

Teachers will ensure that the objectives of lessons and the criteria for success are clear for all pupils.

Where the supervision of art activities is delegated to a teaching assistant they will be well briefed and able to support pupils effectively.

We believe that teaching in art should address the fact that all children will develop their ability to make images and learn to apply knowledge at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be outcome and by task set according to ability. Individual children will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

In the Wolds Federation we recognise that care in the effective display and presentation of pupils work and resource materials, and on the efficient organisation and presentation of equipment and materials, has a positive impact on pupils' learning and on the respect for the subject.

Use of sketchbooks

Sketch books are used throughout the school to regularly record, collect and explore ideas and images relevant to current and on-going work. The sketchbook is an essential and personal record although teachers will direct children when and how to use them when appropriate at frequent intervals. Sketchbooks will provide a vital source of evidence for assessment and reporting purposes.

Roles and responsibilities of the subject leader.

- To support and guide the practice of teachers and support staff;
- To ensure coverage, continuity and progression in planning;
- To monitor the effectiveness of the art teaching and learning;
- To update documentation where appropriate;
- To produce action plans for the school development plans, prepare bids if appropriate and manage the art budget effectively;
- To liaise and consult with outside agencies where appropriate;
- To prepare and lead INSET
- To attend INSET training;
- To regularly review the contribution made to art to a meaningful curriculum.

Equal opportunities and Inclusion

Art plays an important part in the life of our schools. Children are able to enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and the local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender or ability. Every effort will be made to make sure that activities are interesting to all children and also reflect the local culture. Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate to the needs of their children.

Assessment, attainment and progress

Teachers own plans should indicate the focus for each unit of work and assessment opportunities should be identified. The teacher will continually assess work on a regular basis to match their ability to the requirements of the National Curriculum. This will provide enough information to inform the parents on progress and effort throughout the year in the annual report to parents.

Assessment, record keeping and reporting.

Whilst recording is kept to a minimum notes will be kept in teacher's planning to inform future planning. The medium term plans themselves form a record of the content delivered. Coherence of assessment is done through staff discussion guided by the art subject leader.

The art leader will gather information by:

- Informal discussions with staff, teaching assistants and children;
- An annual audit review
- Assessing work and progress
- Observing lessons

Resources

Resources for art are generally stored centrally although some basics are stored in the classrooms. Resources are clearly marked or labelled.

The school is committed to expanding present equipment where necessary and possible.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment and replacing them safely after use. The class teacher should report damage to the art leader as soon as possible.

This policy was agreed by staff governors in November 2020 and is due for review in November 2022.