

WINGROVE PRIMARY SCHOOL



Policy Statement for Art and Design

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Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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

The National Curriculum

The National Curriculum for Art and Design describes what must be taught in Key Stages One and Two. Each teacher at Wingrove School follows this detailed guidance through use of the QCA documents, thus ensuring continuity and progression in the teaching and learning of Art and Design. Currently we are moving towards a more topic based curriculum.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Schools are not required by law to teach the example content in [square brackets].

Subject content

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

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching programmes set out in the National Curriculum.

Medium term planning is carried out half-termly in year group teams. Teachers select their main teaching objectives from the yearly teaching programme and use the detail provided in the QCA subject document to ensure a balanced Art and Design curriculum.

Short term planning is carried out weekly in year group teams. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources and any key vocabulary or questions. Each lesson ends with an evaluation of the work undertaken or produced.

Medium and short term planning is monitored by subject leaders and the Headteacher.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. This in particular plays a major role in the teaching of Art and Design. It provides a unique approach to accommodating artistic temperament in cross curricular links to other curriculum subjects.

Teaching Methods and Approaches

Lessons follow a logical format with an introduction, direct teaching, main activity and plenary. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

The teaching at Wingrove provides opportunities for:

- Group work
- Paired work, including mixed ability and similar ability pairs
- Whole class teaching
- Individual work

The pupils engage in:

- The development of mental skill and strategy
- Written recording
- Practical work
- Investigational work
- Problem solving
- Art and Design focussed discussion
- Consolidation of basic skills and routines

At Wingrove School we recognise the importance of establishing a secure foundation in Art and Design and of teaching and using vocabulary appropriate to the task. We endeavour to set work that is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Organisation

In the Foundation Stage Art and Design, as part of creativity as a whole, plays an important role in the curriculum. Creative activities are available at all times in the school day and for at least one session per day will be teacher led.

In both KS1 and KS2 Art and Design lessons are held weekly.

Differentiation in Art and Design takes place through outcome, or by task across the school.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Art and Design has a key role in creating exciting and motivating two and three dimensional display work. This is emphasised in the displays in classrooms, halls and corridors in the school. Displays are changed regularly and strive to be colourful, informative and of a high standard.

Assessment and Record Keeping

At Wingrove we are continually assessing our pupils and recording their progress. Each child's development in acquisition of skills in art and design, is kept in a skills Passport. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson. Assessment at this

stage tends to be by outcome. Children are encouraged to evaluate their own work and to be critical. This aims to inform the pupil and the teacher as to where progression may be made.

Medium Term assessments are carried out half-termly. Assessment is made by the teacher in relation to the key objectives of the unit. Acquisition of specific skills is assessed and recorded in the Skills Passport. The evidence of this work will also be compared to the attainment levels of the National Curriculum. See Appendix 2 and 3.

Long term assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set. Teacher assessment, statutory and other standardised measures, where applicable, are used.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

Reporting

All parents receive an annual written report that includes a summary of their child's progress in Art and Design over the year.

Resources

Resources for Art and Design are stored in the Repro room. Materials are reviewed annually and updated from evaluations. The subject leader orders the materials required within the budget allocation and in consultation with colleagues.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in Art and Design. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist Inclusion Manager, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

More able pupils are coordinated by the Gifted and Talented Coordinator. All staff are fully aware of children with specific talents. Children will be taught within the appropriate peer group. They are extended through differentiated work.

Homework

Homework in Art and Design is not prescribed and is given at the discretion of each teacher. This may occur in a cross-curricular link with another subject.