

**Lytham Church of England Primary School
Art and Design Policy**

Date of policy review: April 2017

Subject Leader: Miss V Harter

Together We Grow

Mission Statement

To inspire children to reach their full potential within a caring Christian Community, where family values provide the foundation for all our learning.

By caring for and supporting the individual, and showing respect to others.

By striving for excellence in all areas of teaching and learning.

By nurturing strong links between the school, parish and family.

By embracing projects which demonstrate the importance of our local community.

Introduction

This policy reflects the revised expectations for the national curriculum 2014. It outlines the expectations in relation to the teaching and learning of Art and Design and focuses on the progression of key areas of development and subject specific skills. This policy reflects the views of all the teaching and support staff and was drawn up as a result of staff discussion. It has the full agreement of the governing body that approved it and has now been shared with the wider school community on the school website. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the head teacher, curriculum leader and subject leader on a regular basis. The policy should be read in conjunction with the National Curriculum, Lancashire key learning documents and the scheme of work for Art and Design which sets out the key areas of learning in specific year groups and the key skills to be developed within the subject.

Introduction to Art and Design

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.

(National Curriculum 2014)

Subject 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 analysis 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 art forms

(National Curriculum 2014)

Curriculum Organisation

The subject leader for Art and Design has overall responsibility for the development of Art and Design within the curriculum and will work in line with the head teacher, senior leadership team and curriculum leader to ensure they follow the responsibilities outlined in the **subject leader policy**. In relation to Art and Design, the organisation of the Art and Design curriculum is distributed by the curriculum leader and subject leader. It is currently in line with the new curriculum for 2014 and is deeply embedded by the key skills of development guided by Lancashire.

Key Skills to be developed in Art and design

At Lytham C of E we follow the legal requirements of the National Curriculum when teaching Art and design for Key Stages 1 and 2.

During KS1, pupils will be taught to:

- 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

During KS2, pupils will be taught how to:

- 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 (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history

During the Foundation Stage (Reception class), pupils will be taught to:

- Explore what happens when they mix colours
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapt work where necessary
- Experiment with colour, design, texture, form and function

Teaching and Learning of Art and design

Art and Design stimulates creativity and imagination. It provides visual, tactical and sensory experiences and a unique way of understanding and responding

to the world. Through Art and Design activities, the children will learn to make informed judgements and aesthetic and practical decisions, becoming actively involved in shaping the environments around them. In line with the **teaching and learning policy**, the subject will strive to ensure that all pupils have the opportunity to develop their skills in Art and Design through the exploration of colour, texture, form and pattern. Understanding appreciation and enjoyment of the visual Arts has the power to enrich the children's personal and public lives.

Art and design Planning

The core objectives for teaching Art and Design follows the revised National Curriculum 2014. In order to ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, we plan progression in relation to the Art and Design Framework, so that the children are increasingly challenged as they move through the school. Teachers also link specific Art and Design skills into cross-curricular learning through topics taught where it is appropriate and beneficial to learning.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the Art and Design units of work studied in each specific year group in each term during both key stages and is devised by the curriculum leader and subject leader based on curriculum objectives and topics within the chosen scheme. Our medium-term plans give details of each unit of work for each term along with key objectives and skills developed. The class teacher devises the individual plan for each Art and Design lesson using their curriculum pack and key skills for development needed to achieve the specific skills required. The class teacher keeps these individual plans. These plans list the specific learning objectives, expected outcomes for each lesson as well as reference to the development of specific skills and progression.

In the Foundation Stage Expressive Arts and Design is one of the specific areas of learning. Exploring and Using Media and Materials (EMM) and Being Imaginative (I) are the two areas within this specific area. Foundation Stage staff plan from the Development Matters document and look specifically at the month band criteria when planning activities.

Cross Curricular Links

Basic skill link (English, Reading and Mathematics)

The teaching of Art and Design contributes to children's basic skills in English, Reading and Mathematics in a number of ways.

British Values, School Values and School Drivers

At Lytham C of E Primary School, we take pride in promoting a range of British Values in line with the 2011 Prevent Strategy of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within Art and Design British values are explored, when appropriate by teaching the children how artists have explored and developed an appreciation for art movements throughout the ages. This is demonstrated in works of art produced at particular times and stages within our British history.

Christian Values

Here at Lytham C of E we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and develop emotional intelligence. Our school delivers a 'Values Curriculum', centred on nine Gospel values. They are delivered over a two year programme, linking strongly with our SEAL curriculum, both SEAL and the Values curriculum permeate all aspects of school life and run deeper than a one off lesson. The school vision and aims are underpinned by the Christian Values as well as the behaviour strategies and pastoral support.

Spiritual, moral, social and cultural development

In our teaching of Art and Design, Lytham C of E we contribute, where possible, to the children's **spiritual** development. Art and Design can help pupils explore different spiritual beliefs and experiences. At Lytham C of E we provide children with opportunities to learn about other cultures, beliefs and experiences. We develop respect of faiths, feelings and values. Art and Design allows children to enjoy learning about oneself, others and the surrounding world. It gives them the ability to use their imagination and creativity and then reflect on their experiences. Art and Design also help pupils to consider **moral** beliefs through using and respecting school equipment and adopting responsible classroom behaviour. It gives them an opportunity to recognise what is right and wrong, respect the law in relation to school rules. Art and Design also supports the teaching of **social** issues and allows pupils to appreciate diverse views, participate, volunteer and cooperate, resolve conflict, engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Art and Design allows pupils to appreciate **cultural** influences; appreciate the role of Britain's parliamentary

system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Technology enhanced learning within the subject

Through digital art, pupils are able to exercise existing computing skills and learn new skills which will enhance creativity. By using technology within art, pupils will move from traditional materials to the digital world of Art. Here, pupils will explore image manipulation, drawing with a mouse and using a range of different effects when choosing brush strokes and filters. Digital art will also allow the children to change ideas instantly, creating different pieces of art through mood, colour and layering.

Inclusion

At our school we teach Art and Design to all children, whatever their ability and individual needs. This matches with the school's curriculum policy of providing a broad and balanced education to all children. Through our teaching of Art and Design we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Equal Opportunities, Education Quality Act, SEND; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the key learning indicators of performance in specific year groups allow us to consider each child's attainment and progress in relation to age

related expectations. This helps ensure that our teaching is matched to the child's needs.

Assessment for learning and Assessment without levels

Measuring progress and the effectiveness of the taught curriculum is crucial and at the heart of learning and teaching. Assessment for Learning is a crucial part of our day to day teaching in Art and Design and this is supplemented by on-going assessment against the Lancashire key skills and progression documents. As Lytham C of E are on a journey of choosing an alternative way to assess without levels, children are currently given a best fit against the National Curriculum expectations and the key indicators of performance (KLIPS). Teachers assess children's learning during lessons and from work produced against the key learning documents and key indicators of performance and they are able to identify class strengths as well as areas for development and next steps in relation to teaching and learning.

Resources

Lytham C of E acknowledges the need to continually maintain, update and develop its resources. This will make progress towards a consistent and compatible Art and Design system by investing in resources that will effectively deliver the statutory objectives of the National Curriculum 2014 and support Art and Design across the School.

- All classrooms are fitted with a fully functioning sink for children to wash and clean any art resources used throughout the lesson.
- All teachers have a selection of art materials including a range of paper sizes and thicknesses, paint brushes, paints and other resources.
- We enrich and enhance learning opportunities through the use of different materials and drawing tools.

- The school has an art resource area which is accessible to all teachers. Within this area, there is a range of art resources for all art topics. This allows art units to be taught using a wide variety of resources to engage and enhance children's knowledge.

Monitoring and Review

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, in conjunction with the curriculum leader and SLT. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Refer also to the **Subject Leader Policy, The Teaching and Learning Policy and the Monitoring Policy.**

Communication with parents

Art and Design is an integral part of communication for parents. All school information, policies, curriculum information and class development is shared with parents online. Lytham C of E has various methods of communicating with parents which allows parents to follow their child's progress.

The progress within this subject area is communicated through the end of year pupil report.

Subject and Staff Development

Due to the changes in the new curriculum training and development of subject knowledge is crucial in delivering high quality Art and Design lessons. It is the

role of the Subject leader to audit the training needs of staff and lead professional development through supporting planning, modelling lessons and providing guidance on subject knowledge, teaching, learning and assessment as appropriate. It is the role of the subject leader to co-ordinate the provision of high quality professional development by methods such as coaching and drawing on other sources of expertise as necessary. The subject leader for Art and Design will provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different abilities of pupils. They will also provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning.

The subject leader will ensure that the head teacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans through an annual report to the curriculum committee. Requests for CPD opportunities that will incur a cost to the school are made to the head teacher giving details of the training and how it will impact upon pupil's learning.

Equality and Diversity

As a school community, Lytham C of E is committed to promoting equal opportunities for all those involved within the school community, whether staff, students, visitors, contractors or clients. This commitment is to ensure that people's individual qualities are recognised and celebrated; and that people are treated with dignity and respect. Lytham C of E recognises that discrimination, harassment and victimisation may be experienced by some protected characteristics in a number of ways, including day-to-day interaction with colleagues, peers, visitors, pupils and staff. Lytham C of E will ensure that equality of opportunity is promoted by recognising and celebrating diversity, continuing our proactive equality strategies and plans and complying with the

requirements of the Equality Act 2010 and its associated duties. This policy applies to all irrespective of:

- age,
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex, and sexual orientation

(Protected characteristics, equality and human rights act 2010)

This policy will be reviewed annually.

Date: Reviewed April 2017

Next review: September 2019