



## **William Penn Art and Design Policy**

### **Rationale**

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.

### **Aims and Objectives**

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to become proficient in drawing, painting, sculpture and other art, craft and design techniques
- to evaluate and analyse creative works using the language of art, craft and design
- to develop creativity and imagination through a range of complex 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 visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers and understand the historical and cultural development of their art forms.

### **How Our Objectives Are Delivered**

#### **Teaching and Learning Style**

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.

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;

- grouping children by ability and setting different tasks for each group, as appropriate;
- providing a range of challenges with different resources;
- using additional adults to support or extend the work of individual children or small groups.

## **Curriculum and Planning**

Art and Design is a foundation subject in the National Curriculum. At William Penn School we use the National Curriculum as the basis for our planning in Art and Design.

## **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.

We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. It ensures that there is a balance, within each year and each key stage, of different types of media, stimuli and outcomes.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

We plan the activities in Art and Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

## **The Early Years Foundation Stage**

We follow the Development Matters in the Early Years Foundation Stage (EYFS) guidance materials which support practitioners in implementing the statutory guidance of the EYFS when planning Art and Design activities in Year R.

Arts Expressive Arts and Design is a specific area of learning and development and is broken down into two aspects.

- **Exploring and using Media and Materials**
- **Being Imaginative**

#### Exploring and Using Media and Materials

This is about how children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We believe helping children to be creative is as much about encouraging attitudes of curiosity and questioning as about skills or techniques. 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. They are able to experiment with a variety of media both in conjunction with adults and independently. We give them the opportunity to work alongside artists and other adults during 'Discovery Time'. We build on children's interests which can lead them to create amazing inventions or can stimulate making marks on paper that represent for them an experience or something they have seen. We encourage children to choose and use materials and resources in an open-ended way which helps them to make choices and to have confidence in their own ideas. Adults express interest in the process a child has gone through or ask open questions such as 'Can you tell me about it – that looks interesting' to engage with the child in the creative process.

#### **Art and Design – cross curricular links**

##### **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.

##### **Information and Communication Technology (ICT)**

We use ICT to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. They collect visual information to help them develop their ideas by using digital and video cameras to record their observations. We also use the internet to find out more about famous artists and designers or to view stimulus artistic work.

##### **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. They are given opportunities to work in groups towards a single common outcome. 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.

## **Teaching Art and Design to Children with Special 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 any relevant targets set for individual children in their Individual Learning Plans (ILPs) and intervention targets. Children who are identified as particularly able in art are placed on the Gifted and Talented register and offered additional opportunities to enrich their learning both as part of planned classroom activities and additional locality or county-wide provision.

## **Community Links**

As part of our Art and Design provision we encourage links with members of the community, including local artists and businesses. We have a regular pottery club run by local business "Have a Go" pottery and have worked with local artists and sculptors where possible. We also include parents as helpers for larger scale projects.

## **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 individual class teachers, overseen by the subject group 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 aspects of art that can be monitored include:

- The knowledge of and attitude towards art of children, staff and parents.
- Progress and attainment in art.
- The range of opportunities planned and offered.
- CPD opportunities for all staff.

The methods of evaluation include:

- Assessing the achievements of children.
- Reviewing schemes of work.
- Reviewing planning.
- Discussions with children and staff.

## **Assessment and Recording**

We assess the children's work in Art and Design whilst observing them working during lessons. Teachers and pupils consider the progress made by children against the learning objectives for their lessons. Children are assessed termly against 'Target Tracker' statements and this information is recorded centrally. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass necessary information on to the next teacher at the end of each year.

## **Resources**

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design cupboard.

Signed:

Date:

3/29/2018