



# Rushton CE (VC) Primary School

*Happy Learning Together*

## Art and Design Policy

### Rationale:

The appreciation and enjoyment of the visual arts enriches our lives. It provides a special way of understanding and responding to the world. At Rushton School we want our children to leave having developed their visual communication skills in art and design to be able to respond creatively and aesthetically to the visual and tactile qualities of the natural and constructed world.

### Purpose:

This policy aims to show how our school intends to fulfil its legal obligation to deliver the National Curriculum for Art and Design, and to explain where we can go beyond that to create a stimulating and exciting curriculum, which will meet the needs of all children.

*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. (National Curriculum September 2013)*

### Guidelines

- Aims for the teaching of Art and Design
- Subject Content
- Monitoring of implementation
- The contribution of Art to the curriculum and to the wider life of the school
- Entitlement
- The use of Commercial Schemes
- Grouping
- Special Educational Needs
- Foundation Stage
- Equal Opportunities
- Health and Safety
- Resources
- Assessment, Recording and Reporting
- Marking
- Homework
- Display
- Dyslexia Friendly School

### Aims for teaching Art and Design

These aims relate directly to the general requirements of the National Curriculum

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.

### 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.
- 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.

### Monitoring of implementation

Art and design will be monitored by the Art subject leader to ensure that the above aims and content are carried out.

### Entitlement.

The subject leader will ensure that all areas of the national curriculum are in place. Art is taught thematically as an integral part of a 'topic'. Some topics lend themselves to subjects more readily than others and because of this the classroom teacher is free to decide how the curriculum time of each subject will be devised. Some elements of the subject may benefit from 'chunking' where students will receive a short, intensive concentration of lessons.

On occasion the Subject Leader will arrange extra-curricular events and/or thematic days.

### The use of commercial schemes.

Teachers are free to use a variety of resources including commercial schemes. It is the responsibility of the Subject Leader to ensure these are appropriate.

### Grouping

All children are taught in vertically grouped, mixed ability classes and grouping will vary according to the activity taking place.

### Special Educational Needs

Teachers ensure that all pupils make progress and gain positively from the lesson. Lessons are planned so that all pupils can be included with differentiated tasks to suit pupils' varying abilities. Pupils who are very able will be challenged with extended activities.

### Foundation Stage

Children in Foundation Stage cover the Early Years Foundation Stage Profile. The majority of their learning is provided by continuous provision in the classroom – aspects of the Specific Area of Learning, *expressive arts and design*, are provided and their work is recorded in the individual child's Learning Profile.

### Equal Opportunities

We aim to choose a balance of activities that will appeal to boys and girls and work hard to help all children develop a positive attitude towards Art and Design.

### Health and Safety

Children are encouraged to think and discuss safety aspects of their lessons. At times this will form part of the lesson eg: cutting with scissors or sharp implements, using dyes etc. All accidents must be logged in the incident book and on the child's page of the accident book.

### Resources

Each classroom has a variety of art equipment. It is the responsibility of the teacher to ensure that all equipment is correctly stored. Requests for new resources should be made to the Subject Leader. There is no designated budget for Art – the curriculum resources budget has always been able to cover needs for individual subjects.

### Assessment, recording and reporting

Assessment of children's work is a continuous and ongoing process and records of their attainment and samples of work are kept by the class teacher. Parents are formally informed of their child's progress in an annual written report and at two consultations during the year. Parents are encouraged to come into the classroom to look at their child's work and to informally discuss their child's progress at any time during the year.

### Behaviour and discipline

All children need to concentrate fully particularly in whole class teaching situations where disruptions will affect the delivery. The school's behaviour policy will guide teachers during art lessons.

### Marking

Thorough and frequent marking of children's work has several beneficial effects. It is motivating for children to know their work will be valued and for them to get feedback on what has gone well and their areas for development. Marking of Art work may not always be detailed, teachers should refer to the school's marking policy for guidance.

### Display

Children will derive much pleasure and benefit by having their work displayed. When possible samples of work will be mounted and displayed within the classroom or on other display boards throughout the school.

### Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed.

We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods.

By teaching in this way, we aim to make our teaching and learning fully accessible to all children.

We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

### Conclusion

This policy should have a positive effect on the teaching and learning of Art and Design by encouraging a consistent approach throughout the School.
--

### Monitoring

This policy and the guidelines will be reviewed when necessary at least every year.

Reviewed by staff and Governors on 1<sup>st</sup> February 2017.