

Fiddlers Lane

Community Primary School

Art and Design Policy

Approved by	
Name: Jayne Tighe Chair of Governors Signature:	Date: 04 July 2018
Last reviewed on: July 2015	
Next review due by: July 2021	

Fiddlers Lane Community Primary School Art and Design Policy

Aims and Objectives

Art, Craft and Design are unique forms of human expression and communication, fundamentally important to the creative, intellectual, aesthetic and physical development of, not only the child, but all humans. They provide a unique vehicle that enables the recording of expressions of emotions, ideas and observations of both individuals and their world through an enormous range of materials and processes.

At Fiddlers Lane all children will be entitled to experiences in Art, Craft and Design which are: -

- * Inspiring, rich, varied and enjoyable.
- * Challenge them to their full potential.
- * Offer learning experiences of the highest standard possible, irrespective of gender, ethnic background, age or disability.
- * The art programme is designed to provide experiences which cover the full range of individual strengths and abilities through the widest possible range of activities.

Children will have access to a continuity of teaching and learning which will enable them to be:

- * Willing to use their imagination
- * Curious about the natural world
- * Confident in using materials, tools and equipment safely and effectively.
- * Thoughtful about what they are doing.
- * Interested in the work of others and world of the artist, craftsperson and designer.
- * Children will be encouraged to make progress by a regular access to art, craft and design activities which are aimed at their particular stage of development.

The Art and Design Curriculum

At Fiddlers Lane the National Curriculum Programmes of Study and the Early Years Foundation Stage Curriculum defines our art curriculum. Year groups are allocated topics through which Art and Design is incorporated as well as cross curricular links with English, Maths and all other curriculum areas, where relevant.

EYFS Art and Design

EYFS Art and Design is taught through the strand 'Expressive Art and Design' of the framework and involves nurturing creativity and imagination through quality opportunities in the provision, observation and next steps.

Teaching and learning

Children's enjoyment of art should be developed through activities that bring together requirements from:

- * Investigating and Making
 - * Knowledge and Understanding
-
- Foundation Stage 'Expressive Arts and Design' has two strands - 1) Exploring and Using Media and Materials and 2) Being Imaginative.
 - In KS1 and KS2 teachers deliver science teaching through the creative curriculum, following the areas of learning in the national curriculum.
 - Art activities are organised using a variety of grouping strategies that are most effective to deliver the learning objectives for all abilities.
 - Art and Design skills are developed through planned activities designed to deliver the appropriate skills according to the age and ability of pupils. They are clearly related to the teaching of Art content in the programme of study.

Pupils should be given opportunities to experience different approaches to Art. In order to develop visual perception, children should be taught the creative, imaginative and practical skills to:

- * Express ideas and feelings.
- * Record responses, including observations of the natural and man-made environment
- * Design and make images and artefacts.

Children should be given opportunities to:

- * Gather resources and materials, using them to stimulate and develop ideas.
- * Explore and use two and three dimensional media, working on a variety of scales.
- * Respond to and evaluate art, including others and their own work.
- * Use sketchbooks when appropriate.

In order to develop visual literacy, pupils should be taught about the different ways in which ideas, feelings and meanings are communicated in visual form. There are frequent opportunities for pupils to work both independently and collaboratively on projects. From time to time pupils are set challenges at home to work on with their parents.

- The DT, music and dance knowledge, skills and understanding are linked to Art topics where relevant cross curricular links can be made.

At Fiddlers Lane we have a Yearly Arts Week where the curriculum is devoted to the Arts based around a theme. We also have extracurricular Arts Clubs and Competitions for the children to take part in, sometimes alongside their parents.

Assessment Recording and Reporting

- EYFS –Teacher assessment is used, mainly through observation and discussions with learners. Assessments are recorded against the Expressive Arts and Design criteria on the Early Years Foundation Stage Profile Assessment.
- KS1 and KS2- Art progress is tracked against national curriculum objectives using ‘I can’ statements.
- Records of achievements against National Curriculum objectives are kept on Creative Curriculum spread sheets. Pupil’s achievement is recorded as below, achieving and above and national expectations
- Work is marked against lesson objectives shared with pupils. Comments identify strengths and areas for improvement and provide targets for future work.
- Where possible children are encouraged to review their own, and each others progress.

Inclusion (see Inclusion Policy)

At Fiddlers Lane we aim to set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

Special Educational Needs (see SEND policy)

Notice is taken of targets within a pupil’s support plans. Children are given the necessary support to access the curriculum and allow them to carry out tasks at their own level.

More able

Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by strategies such as:

- Planning activities with a greater amount of challenge
- Asking more challenging, open ended questions
- reducing the level of support provided and thereby increasing the need for independent thinking
- increasing the level of knowledge to be gained and communicated
- applying knowledge to an unfamiliar context
- setting more challenging criteria for presenting information

Safety

- Pupils are made aware of safety issues that arise in topics or activities and will be trained to use the appropriate equipment and carry out tasks in a safe and responsible manner.
- Pupils are increasingly required to identify safety considerations in their planning as they progress through the school.

Resources

- Staff are provided with long term planning and ideas for medium and short term planning, including resources from Focus creative curriculum and Hamilton Trust. Teachers are expected to adapt those resources to meet the needs of their class.
- Art resources are stored in the resource room. Year group specific resources are stored in classrooms.
- Staff should check availability of resources prior to the start of a topic and any resource shortages should be notified to the resource manager.

Visitors

Art and Design is enhanced by trips to appropriate venues such as, Underwater Street and local museums such as The Lowry. Visitors and in-school workshops are also planned.

Monitoring

Art and Design is monitored through lesson observations, learning walks, planning and work scrutinies carried out by the Art coordinator / SLT.

Assessments are updated after each learning topic.

This policy and its impact will be monitored by the governing body, and will be reviewed every 3 years unless there is a change in statutory guidance.