

Nene Valley Primary School

Art and Design Policy

Introduction

At Nene Valley 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. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Art and Design stimulates creativity and imagination by providing children with opportunities for:

- Visual, tactile and sensory experiences
- Communicating what they see, feel and think through the use of colour, texture, form, pattern, different materials and processes
- Becoming involved in shaping their environment through art and design activities
- Making informed judgements and aesthetic and practical decisions
- Exploring ideas and meanings through the work of artists and designers
- Learning about the roles and functions of art in contemporary life, different times and cultures

The aims of art and design are:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To develop creativity and imagination through a range of experiences and 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.

Teaching and Learning style

The school uses a variety of teaching and learning styles in art and design lessons. Our principle 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 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, including ICT.

We differentiate activities by:

- Setting common tasks that are open-ended and can have a variety of responses;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

Art and Design Curriculum Planning

Art and Design is a foundation subject in the National Curriculum. At Nene Valley School we use the National Curriculum as the basis for our curriculum planning in art and design. We have adapted the Cambridgeshire Curriculum scheme to meet the needs of our school and teach art as part of a thematic approach with other subject areas.

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. Our art and design subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the Cambridgeshire Curriculum, give details of each unit of work for each term. These plans define what we will teach and ensure appropriate balance and distribution of work across each term. Plans are stored centrally on the school network and are regularly monitored by the subject leader.

We plan 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 there is an increasing challenge for the children as they move up through the school.

The Foundation Stage

The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. We encourage creative work in the reception class as this is part of the Early Years and Foundation Stage Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play.

Assessment and recording

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by the children against the learning objectives for their lessons. Teachers make a comment as part of the annual report to parents. We pass this onto the next teacher at the end of the year. A portfolio of work showing levels of work for all Year groups is kept by the art co-ordinator.

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 cupboards located centrally.

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 the art and design leader. The work of the 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 art and design leader works in conjunction with the rest of the staff to provide art & design input to the Development Plan for School Improvement (DPSI) as appropriate. On request, the art & design leader should be able to provide a clear view of where the school is at in terms of standards, progress and achievement as well as a vision of where the subject is heading within a 3 year time scale.

Reviewed : Spring 2008

Reviewed by: Teaching Staff, Governors

Next Review: Spring 2011