



# Rishton Methodist Primary School

## Art and Design Policy

### School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

**Rise up .....take courage and do it"**

**Ezra 10:4**

At Rishton Methodist Primary School we value art because it combines the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. Art experiences enable children to learn, organise, communicate, express and celebrate, using intuitive, as well as logical processes. Art is unique and diverse; it forms a visual language that is common to all cultures and age groups. It makes a significant contribution to the quality of learning as it encompasses a supportive role in every curriculum area as well as having a significant role as a stand-alone subject.

The purposes of this policy are:

- To provide guidance for staff.
- To inform parents, governors and other interested parties.
- To form part of the overall aims and objectives of the school and its improvement plan

The art and design scheme of work is incorporated into the class topic work. Learning objectives will follow and build upon the Revised National Curriculum guidelines and the scheme of work is largely based upon the Lancashire County Council Curriculum support materials.

### **Aims**

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the children. Learning experiences offered in art should provide the children with the opportunity to:

- Provide children with opportunities to express themselves in emotional terms through their art experiences, to study and record both man-made and natural phenomena.
- Develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- Ensure the children learn a range of pertinent skills so that they develop and expertise in using both materials and equipment and so enable the realisation of their ideas.



- Develop an understanding and acquire the capacity to evaluate the work of artists, crafts people and designers and apply this knowledge to their own work.
- Provide opportunities for studying historical, cultural, and religious art.
- Involve children in experiencing and learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.
- Plan to allow for continuity and progression in teaching art and design.
- Provide a full range of tools, materials and resources to all and allow children to acquire confidence and skills in using a wide range of tools, media and processes.
- Develop and use class/school curriculum planning strategies which incorporate art and design as part of the whole curriculum and relate its work to other subjects.
- Be encouraged through observation, experimentation and investigation to select materials, technology skills and tools appropriate to the task at hand.
- Be encouraged to create and express, recount and communicate in different media to a variety of audiences.
- Manage their own time and meet the challenge of completing assignments.
- Be encouraged to evaluate and reflect on current work and to predict and plan a subsequent stage, building on mistakes and successes.

### **Teaching Method**

The teaching method employed will vary according to age, ability and experience of the children and the concept being taught. A variety of methodologies appropriate to the subject will be employed ranging from didactic and structured teaching of drawing to using investigative methods and systems to pursue ideas and solve problems.

- Children should be given the opportunity to work individually, in groups and as a whole class.
- Art may be taught in a cross-curricular way. However, if some techniques have not been taught, these should be taught separately.
- When a new technique is being introduced it is sometimes desirable that a teacher should:
  - demonstrate the techniques.
  - show a finished example, which could be something that another child has produced or that the teacher has produced. The latter is often a good idea so that the teacher can experience what the child has to do and so that they may foresee any pitfalls.

### **Curriculum Planning**

Subject planning is used to:

1. Set clear, achievable goals.
2. Ensure progression, continuity and subject coverage throughout the whole school.
3. Provide criteria for evaluation of teaching and learning.

### **Long Term Planning**

The art and design curriculum is organised as follows:

- The Foundation Stage will follow planned continuous provision linking with class themes and topics.
- Year 1 – Year 6 will incorporate art and design into cross-curricular topics and themes.



### Medium Term Planning

Each topic has a medium-term plan that lists the learning objectives, teaching activities and learning outcomes, which ensures the curriculum is covered appropriately.

### Short Term Planning

The class teacher will plan art and design through personal themes and planned topic lessons. Planning includes: learning objectives, experiences and outcomes, lesson organisation, extensions and any homework and cross-curricular links. Planning is the responsibility of the individual teachers.

### Assessment and Record keeping

Children's work in art will be monitored regularly by the subject leader.

In FS – Year 4, pupils will keep examples of work in a class sketchbook, which will follow with them, across the key stage in order to assist in the assessment of their progress and achievements. In Year 5 and 6 the children will have their own individual sketchbooks, in line with the National Curriculum objectives for UKS2, to record their work and show their personal development and styles.

Class teachers will plan appropriate work for their children in consultation with the schools medium term plan for art. Class teachers will make assessments of each child's progress against core skills at the end of each term.

A range of assessment techniques is used including:

- Teacher observation of children working.
- Discussion with and questioning of pupils.
- Marking and evaluation of any written work.
- Photographing and annotating of creative processes.
- Evaluation of completed work.

### SEN/Equal Opportunities/Differentiation/Multicultural

In teaching, differentiation is based upon outcome and the responses of individual children to a common task. Where children do have special needs because of a disadvantage or special ability it may be necessary occasionally to differentiate by task to support the disadvantaged or to challenge the more able.

Teachers should ensure that pupils are presented with work of artists and craft workers of both sexes as well as work from a variety of ethnic and cultural backgrounds, both European and Non-European. Children should have the opportunity to have their own work put on display.

Material may be selected from earlier or later stages in the school's scheme of work when necessary, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in a context which is suitable to the pupil's age.

### Health and Safety

Children should be taught the safe and sensible use of all tools and materials used in art and design and will be made aware of any risks associated with the use of particular tools and materials e.g. scissors and cutting knives, using hot/cold glue guns etc. They will wear items of protective clothing as appropriate and be encouraged to develop safe and tidy work



practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use.

### **Resource Management**

Children will have access to the work of artists, craft workers and designers from different times and cultures through the Internet, books and reproductions of artist's work.

All art areas are serviced with basic art materials for drawing and painting. All specialist resources will be centrally stored and should be returned after use. All bases should be organised with a range of glues and paper and should be kept tidy.

### **Role of the subject leader**

- Ensuring that the art policy is implemented consistently throughout the school.
- Establishing collaboration between year groups.
- Organising resources to support the school art policy and scheme of work.
- Co-ordinating purchasing, organisation and distribution of resources.
- Arranging in-service support.
- Providing advice and assistance to all staff.
- Keeping up to date on the use of art in the curriculum.
- Liaising with the LEA advisory service and other agencies.

Signature from Governors:	Date:
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Signature of Head teacher:	Date:
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