

# Springmead School

Date: 4/08/2021  
Review period: 12 months

## **Art and Design Policy**

This policy is a whole school policy including EYFS

A risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid19. With this in mind changes to teaching, procedures and resourcing may occur due to identified risks.

### **1 Aims and objectives**

**1.1** 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.

**1.2** The aim of art and design is:

- 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 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.

### **2 Teaching and learning style**

**2.1** 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 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

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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. With the move towards planning through topics it provides an additional opportunity for experiences in art

- 2.2 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;
  - providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

## 3.0 Art and design curriculum planning

- 3.1 Art and design is a foundation subject in the National Curriculum. At Springmead School we use a wide variety of resources to plan our art and design curriculum and use the National Curriculum Learning objectives to support the planning as the basis for our curriculum planning in art and design. Sometimes Art & Design is taught discreetly, sometimes it is taught through theme.

- 3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. The long-term plan maps out the themes covered in each term during the key stage and specify some areas to be covered in each year to ensure coverage over a key stage.

- 3.3 The medium-term plans, give details of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for reviewing these plans.

- 3.4 Lesson plans/daily plans list the specific learning objectives for each lesson and give details of the content of the lesson.

- 3.5 The activities in art and design are planned 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. there is an increasing challenge for the children as they move up through the school.

- 3.6 We provide a rich environment in which we encourage and value creativity. Children use their active imagination in art and design and respond in a variety of ways, using all of their senses. They are encouraged to express and communicate their ideas, thoughts and feelings. The children explore colour, texture, space shape and form in two and three dimensions and investigate sounds and how they can be changed vocally and

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through the use of musical instruments. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## **4.0 The Early Years Foundation Stage**

**4.1** Children's creativity is extended by the provision of support for their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings. They engage in a variety of art, music, movement, dance imaginative and role-play activities. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

## **5.0 Contribution of art and design to teaching in other curriculum areas**

### **5.1 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.

### **5.2 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.

### **5.3 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. Children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

### **5.4 Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They learn how to value each other's opinions and develop their own individual sense of style. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

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## **5.5 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. 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.

**5.6** History, geography, R.E and Science contributes to many aspects of themed curriculum, e.g, map drawing, role of artists in history, place of art in world faiths.

## **6.0 Teaching art and design to children with special needs and disabilities**

**6.1** 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 the targets set for individual children.

## **7.0 Assessment and recording**

**7.1** We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons and then use this information to plan future work for each child. 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 this information on to the next teacher at the end of each year.

The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.

## **8.0 Resources**

**8.1** 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 area. This area is accessible to children only under adult supervision.

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## 9.0 Displays Policy

**Displays contribute positively to the ethos of a school. At Springmead School we believe that our displays are an important resource that enable us to enrich the children's experiences and encourage an imaginative and enthusiastic approach to learning.**

### **Aims**

Our displays are a celebration of the children's achievements.

Displays demonstrate to children that their contributions are valued.

Displays enhance our school environment by being lively and stimulating.

Displays can be used as a means of imparting information to the children, or parents or visitors to the school.

We can involve pupils in producing their displays by training them to mount their own work.

Displays encourage pupils to value and respect the work of other people.

### **Types of display**

All displays should be child centred, however, there are distinct types of displays:-

Stimulus displays can be used as an introduction to a new topic, to pose questions and to stimulate enquiry from the children.

Interactive displays offer children the opportunity to participate or interact with the display itself.

Informative displays show children's achievement to a wider audience, while re-affirming the value of their work. They should be relevant to the work and experiences of the pupils.

### **Display boards**

The staff are responsible for planning their classroom environment as a lively and rich resource which will stimulate active interest.

### **Display guidelines**

Displays should not be up for longer than one term.

Displays should include backing paper or fabric and a border, using either bordette or more impressively self-made!

Each display does not have to include every child's work but ensure equal opportunities of work displayed over the year.

For displays around the school the name of the class should be clearly seen.

All work must be mounted, using a strimmer, the only exception to this is if work forms part of a scene and would look odd to be mounted.

Titles, information, questions, names on work should all be presented very carefully and in a variety of ways. These can be typed using different fonts, cut or neatly handwritten. Keep name labelling discreet, it doesn't have to be on all displays.

Don't let lettering take over.

Consider showing processes of a final piece of work e.g. the sketch, drafts and final pieces.

To enhance displays consider using artefacts, books, plants, etc.

To enhance displays consider using drapes and throws.

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There should be a balance of 2D and 3D displays in classrooms and a variety of different compositions should be introduced.

If you need more display boards, please let the Headteacher know. Please be careful not to use blue-tack or staples on the walls, unless you are prepared to 'make good' afterwards.

Photographs of children actually doing the work displayed will enhance displays.

Can children actually see the display? Are they allowed to touch it?

Pick out a common colour from the children's work as the backing, enhance rather than detract.

When display materials are finished with, please put items back carefully in the storeroom to avoid damage.

At least half of classroom displays should be interactive.

## 10.0 Monitoring and review

The role of subject leaders is to:

- provide a strategic lead for the subject with the aim of improving standards;
- offer support and advice to colleagues on the subject;
- monitor pupil progress in that subject area across the school through observations and discussion with staff and children. Also through leveling and scrutinizing work.
- review the way the subject is taught at the school and plan for improvement;
- understand current standards in the subject across the school and how this compares to expected targets;
- plan how we are going to improve standards in conjunction with staff and Headteacher;
- provide efficient resource management for the subject;
- review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum, where we feel it is appropriate, and that progression is planned into schemes of work;
- to keep up to date with the developments in the subject at both national and local level;
- keep detailed information on their subject in a subject leader file;
- work with the Headteacher to produce a development plan for the subject which links the whole school objectives;
- review policy annually;
- present a review of the subject to staff annually at a staff meeting.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

This policy is the Headteacher's ongoing responsibility its effectiveness is reviewed annually in consultation with the staff.

**Signed Headteacher:** *Sally Cox*

**Date:** 4.8.21