



Kirk Langley Church of England Primary School

Art and Design Policy

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.

- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

Rationale

At Kirk Langley Church of England Primary School, we believe that 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 and enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Aims

- To enable children to become visually literate and understand that art is a form of communication.
- To enable children to use a wide range of media to communicate ideas and feelings.
- To nurture and harness creativity and acquire and develop a range of skills and techniques.
- To develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing.
- To enable children through observation to learn about the world around them.
- To help children learn about the role of art, craft and design in their environment and take inspiration from it.
- To enable children to become independent in the planning and reviewing of their work
- To enable children to develop their full potential confidently and independently.

Implementation of the Policy

At Kirk Langley Church of England Primary School, art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

- Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.
- Having the opportunity to examine natural objects, everyday artefacts, historical artefacts. Developing clear links between art and design and I.C.T. opportunities.
- Encouraging children to work individually, in pairs, small groups and as whole class when required.
- Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.
- Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like professional artists.

The key concepts in art and design we plan a progression for are as follows:

- Drawing
- Painting
- Printing
- 3D
- Collage
- Use of IT
- Knowledge

The Early Years Foundation Stage

At Kirk Langley Church of England Primary School, we encourage creative work in the Reception class as this is part of the foundation stage. 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. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

At Kirk Langley Church of England Primary School, 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.

At Kirk Langley Church of England Primary School, within the foundation stage we run continuous provision, where children have free access to all resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the foundation stage profile, as well as the age-related expectations in development matters which underpin the curriculum planning for children from birth to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding

Key Stage One

At Kirk Langley Church of England Primary School, during key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

Key Stage Two

At Kirk Langley Church of England Primary School, during key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

During each year seven genres of art are taught, these are: drawing, painting, printing, collage, textiles, sculpture and multi-media.

Adaptation/responsive Teaching

At Kirk Langley Church of England Primary School, 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.

Health and Safety

Kirk Langley Church of England Primary School, is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art leader are responsible for the supervision of activities such as cutting with scissors or a paper-cutter and using glue guns safely.

Resources

At Kirk Langley Church of England Primary School, there is a wide range of resources to support the teaching of art and design across the school.

Classrooms have a store of basic resources relevant to their purpose. We feel all classes should have their own resources.

Role of the Subject Leader

- To ask staff to identify the appropriate art resources.
- To support colleagues in the teaching of art and design.
- To keep up to date on the use of art in the curriculum and regularly attend training for subject leaders held by the LA and feedback new information and ideas to staff.
- To monitor teaching and learning and the standards of children's work.
- To regularly review and update the Art Policy and contribute to the school's self-evaluation programme.

Assessment

At Kirk Langley Church of England Primary School, assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that skills are developed and progress made in the area of art and design. At the end of each unit children from Y1-Y6 are assessed against National Curriculum and Classroom Monitor progressive outcomes.

The class teacher also evaluates each child's skills by their use of a sketchbook. All children are encouraged to develop the habit of using these, primarily for developing ideas for their work and for working out ideas, plans and designs; but also, for recording, exploring and storing visual information which can be readily retrieved and used as reference. The class teacher can look back and reflect on the content and judge which they can use to further develop ideas, skills and understanding. It is important to extend children's skills and allow them to practise regularly.

At Kirk Langley Church of England Primary School, displaying children's work well also plays a positive part in the appraisal of the art and design work in the school; this gives it value and reminds the children what has been achieved and enables them to share and talk about their work with others.

As a form of real assessment, this gives the class teacher opportunities to focus on the different ways the children may have responded to the theme or starting point. Thus, the public display of art and design (and other curriculum areas) of each year group is much more than just a way of making the school look attractive; it also demonstrates the sequence and development of what has been learnt throughout the two key stages.

Equal Opportunities and Inclusion

At Kirk Langley Church of England Primary School, our curriculum for art and design will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the art and design curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Monitoring and Evaluation

At Kirk Langley Church of England Primary School, the art subject leader monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's *Disability Equality Policy*. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

