Working and learning together for success

Sarisbury Church of England Junior School

Art and Design Policy Statement
September 2016

Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.

Art develops spiritual values and contributes a wider understanding to the experiences of life.

Art and design is the freedom of the individual, the freedom of expression and the freedom to fail without retort.

Sarisbury Church of England Junior School

Art and Design Policy Statement

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Children explore the use of colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think.

Our Aims

At Sarisbury CE Junior School we aim to:

- Promote an understanding and enjoyment of art, craft and design
- Provide a rich environment in which we encourage and value creativity
- Plan and deliver all children with a broad and balanced curriculum
    - Through making their own art
    - The appreciation of the work of other artists and crafts people from different times and cultures
    - Through the teaching and learning of art extending and enriching other curriculum areas and extra-curricular activities
- Develop children's ability to observe, investigate, record and respond the world around them through a variety of media
- To teach pupils about visual and tactile elements including line and tone, colour, pattern and texture and shape, form and space
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others
- Enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

Our Strategies

At Sarisbury CE Junior School we seek to involve a wide range of strategies to meet the individual needs of our pupils in studying art by providing:

- Access to a well-resourced and maintained art area in the school
- Opportunities to experiment with and explore a wide range of media and tools in order to make discoveries for themselves
- Guidance through specific teaching of a range of techniques and use of tools as is appropriate to the stage of development and individual needs
- An emphasis on the planning and processes involved in art, including; researching, observation, sketching, planning and experimentation
- Important core activities, observational drawing, colour mixing / matching, 3D construction using recycled materials and looking at and talking about art which are revisited in a variety of contexts
- Specialised activities i.e. during focus weeks, which may be experienced once during the key stage
- Opportunities to share and discuss ideas about their work and the work of others
- Opportunities to work individually and in small or larger groups

- Where appropriate art and design links with other subjects are made including English, Maths, ICT and project work
- Each pupil will have a sketch book to record ideas, experiment and write down notes about their work and how they can improve it. This will be transferred with them from year to year
- Every pupil will experience: drawing, painting, paper & paste modelling, print making and collage during the course of key stage 2.

Our Resources

At Sarisbury CE Junior School:

- A multi-purpose art area will be set up in each class where a basic range of art media and equipment will be purposefully organised and labelled
- A well-resourced art cupboard will house more specialised resources for use in classrooms in addition to class based resources
- A bank of resources will be available in the art leader's classroom and will include books and planning.
- The school library and art leaders classroom will house a wide range of books for both staff and pupils to refer to and use in the classroom to support learning
- A portfolio of examples of children's work and other useful ideas and information about the concepts presented will be kept by the art leader.
- ICT network have a range of graphic software

Health and Safety

Teachers and pupils should be aware of any potential hazards with tools or materials in relation to use and, when necessary, storage.

Our Curriculum Leader

The member of staff responsible for the leadership and development of art throughout the school is Emily Taylor
She will:

- Seek to enthuse pupils and staff about art and promote high standards of achievement and high quality provision
- Advise and support staff in the planning, delivery and assessment of art and design
- Manage and develop all resources for art and design
- Monitor and evaluate art and design throughout the school
- Keep up to date with current developments by attending courses, liaising with colleagues across from other schools, and use this as a basis for staff development activities

Assessment, Record Keeping and Reporting

Every child at Sarisbury will be assessed to ensure continuity, progression and high standards of achievement in art and design.

- Formative assessment will be on-going through observations and dialogue with children – with individual targets / 'next steps' negotiated
- Each child's sketchbook may also be used as an aid to informal teacher assessment
- A summative assessment of each child's progress in art and design over the year will be provided in their end of year report
- Every pupil is assessed using the school's working towards, achieving and excelling (WAE) assessment method alongside age related expectations.
- The art manager will keep a portfolio of work which reflects the diversity of art work within the school. This is a resource for teachers as well as a means of celebrating children's work. It can also be used as a method of sampling the progression of children's art work within the school.

Gifted & Talented Artists

Children who are gifted and talented will be provided with opportunities to participate in enrichment activities in and out of school.

How do we recognise talented artists?

To summarise the National Curriculum guidance on teaching gifted and talented pupils: –

'Pupils who are gifted and talented in art are likely to:

- *Think and express themselves in creative and original ways*
- *Have a strong desire to express themselves in visual form*
- *Push the boundaries of normal processes*
- *Show a passionate interest in the world of art and design*
- *Use materials, tools and techniques skilfully and learn new approaches easily*
- *Initiate ideas and define problems*
- *Critically evaluate visual work and other information*
- *Exploit characteristics of materials and processes*
- *Understand that ideas and meanings in their own and others' work can be interpreted in different ways'*

S.E.N. and Equal Opportunities

- Planning should take into account the needs, gender and race within each year group so that all children find the work stimulating and, whenever possible, appropriate to their interests.
- Children with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from a higher proportion of art activities.
- We aim to give all children the opportunity to develop an appreciation of art from different cultures through a rich cross curricular curriculum.
- Teachers present pupils with work from a variety of artists, craft workers and designers – including both sexes and work from artists with a variety of ethnic backgrounds.
- It is a subject not necessarily governed by academic ability and provides all children with an opportunity to succeed. Each child is encouraged to feel their work is respected and of equal value to the work of others. Each child's work is celebrated and displayed – thus helping to promote self-esteem.

Our Success Criteria

We expect 90% of our children to attain standards in line with or above those stated in the National Curriculum end of Key Stage expectations.

Emily Taylor: Art and Design Manager (September 2016)