

# AYCLIFFE DRIVE PRIMARY SCHOOL



## ART POLICY

**Updated February 2017  
To be reviewed 2020**

### **Curriculum Committee**

**Staff Responsible**

**Miss K Day Art Leader  
Mrs R M H Green Head Teacher  
Curriculum Governors**

## **Aycliffe Drive Policy for Art and Design**

Art and design is a part of the curriculum that focuses on how we respond to and interpret the world around us, through our imagination and creativity. It allows children to communicate what they see, feel and understand through the use of colour, shape, texture, pattern, different materials and processes.

### **How do we teach Art and Design?**

This policy outlines the teaching, organisation and management of the art and design taught and learnt at Aycliffe Drive School.

The school's policy for art and design is led by the new National Curriculum guidelines for Key Stages 1 and 2.

The school strives to incorporate the maximum amount of cross curricular links into planning for this subject. In addition to this, the school will also incorporate the 'Take One Picture' project, (led by the National Gallery) into their yearly planning. Through this, the children get the opportunity to learn about great artists, communicate their response to these works and engage in art and design activities inspired by them,

The implementation of this policy is monitored by the Art and Design Leader.

### **AIMS**

The main aims of art and design are to:

- Develop an awareness of visual and tactile elements
- Develop an awareness of artists, craftspeople and designers
- Develop a sense of self-appraisal to improve work
- Develop the capacity to express observations and feelings
- Develop skills for working in two or three dimensions, using art, craft and design media
- Offer opportunities to experience personal satisfaction and improve self-confidence
- Encourage children to ask and answer questions about the starting points for their work

These objectives can be met if we enable children to:

- Use their art books to both record observations from first-hand experience and develop ideas and designs from their own imaginations
- Use their own ideas, design to generate images and artefacts
- Recognise patterns and textures in natural and man-made forms
- Begin to understand how images are made using line and tone
- To use colour in a variety of ways and with a range of media
- Begin to understand how shape, space and form are used in images and artefacts
- Study work in a variety of genres and styles from the locality
- Study great artists, designers and architects from the past and present and from a variety of cultures

- In both of the above, children will be encouraged respond to and express an opinion on the works they encounter, using appropriate ‘art vocabulary’
- Take time to respond and evaluate art, craft and design (including their own work and that of others)
- Experiment with tools and techniques for drawing, painting, print-making, collage, models, textile work and clay work
- Work on their own or in collaboration with others

Differentiation in many art and design activities will be by outcome.

## **EQUALITY AND ACCESSIBILITY**

We are committed to providing a teaching environment conducive to learning and are very proud of the quality of displayed work around the school. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture and disability. The Disability Discrimination Act (2006) requires all schools to promote equality of opportunity for all pupils. In art and design we will meet this duty by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improve the learning environment to increase the extent to which disabled pupils can participate and take advantage of the art and design curriculum
- Ensure that all curriculum is accessible to all groups of pupils

## **TEACHING OF ART AND DESIGN**

In Key Stages 1 and 2, the time allocated to the teaching of art and design is flexible as children are taught through a mixture of discrete subject teaching and a thematic approach. Some topics have a strong focus on art and design whilst others are more focussed on the subjects. Therefore although the time allocation is varied planning ensures adequate coverage of the National Curriculum programme of study. (See long term and medium term planning).

### **How do we plan the art and design curriculum?**

- Teachers in Aycliffe Drive School have two days of non-contact time each term in order to plan co-operatively within Key Stages
- Staff plan the coverage of skills in a variety of ways in order to allow for teacher individuality whilst still fulfilling National Curriculum requirements.

### **How do we assess art and design?**

- The progress of all pupils is tracked and assessed using National Curriculum Levels by the class teacher.
- At the end of each academic year pupils progress is judged against age related targets
- The subject leader has an over view of the entire school and carries out appropriate analysis.

## **How do we monitor art and design?**

The subject Leader monitors via:

- Lesson observations or ‘learning walk’, where appropriate
- Work scrutiny including the art books
- Planning scrutiny
- Use of photographic evidence
- Use of display
- budget

The headteacher and senior leadership team monitor art and design via:

- The action plan in the current School Plan
- Subject Leader feedback
- The budget reports
- Overview of the whole school tracking

The governing body monitors art and design via:

- Curriculum Committee
- The current SEF
- The current School Plan
- The review of the previous year’s School Plan
- Displays around the School IT Systems Support
- Headteacher report
- Curriculum handbooks
- Link Governor Report

## **School Plan**

- The subject leader evaluates the success of the current School Plan
- The subject leader identifies the needs for the next School Plan via
- The outcomes of the monitoring and assessment feed directly into the action plan for the following year’s School Plan.

## **What training is offered to staff?**

- Continual Professional development via courses and INSET often informed by the current School Plan
- Advice from the Subject Leader and the teaching assistant who runs the art club for pupils

## **How are Parents kept informed?**

- Twice yearly parent/ teacher consultations
- Written annual report to parents
- Termly curriculum handbook or statement
- Art gallery.
- Displays around school