



# Roman Road Primary School

## Policy for Art and Design

Reviewed  
Next Review

May 2015  
May 2017

## POLICY FOR ART AND DESIGN

### **Document Purpose**

This policy reflects the school's values and philosophy in relation to the teaching and learning of art, craft and design. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the scheme of work, which can be used as a springboard to develop the individual teacher's ideas in a personal way, knowing they are within the school's guidelines. This should enable teachers to design a programme of activities which is responsive to their own, and children's, skills and needs in art at that particular time.

### **Audience**

This document is intended for:

- all members of teaching staff
- the school governors
- parents
- LEA advisers and inspectors
- inspection teams

This policy document is distributed to all individual members of the teaching and non teaching staff. Further copies of the policy are available in the Head teacher's office.

Roman Road Primary School believes it is important to help parents to understand the curriculum and become involved in children's learning. Therefore a copy is available for parents in the foyer.

## Subject Aims and Objectives

Art education allows the expression of some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and begin to develop an understanding that art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art education should :

- foster the individual child's creative ability and develop the technical skills necessary to bring them to their full potential
- 
- help children explore the world at first hand using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- develop confidence, value and pleasure in Art
- develop children's aesthetic awareness and enable them to make informed judgements about Art
- be used to express their own ideas, feelings, thoughts and experiences
- develop children's design capability
- develop children's ability to value the contribution made by other artists, craft workers and designers and be able to respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures

The National Curriculum for art and design aim to ensure that all pupils

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Attainment Targets**

The Attainment Targets are divided into a number of strands through Key Stage 1 and Key Stage 2 and are organised into levels of increasing challenge. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### Key stage 1 (Years 1 and 2)

- Pupils should be taught:
  - to use a range of materials creatively to design and make products
  - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
  - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
  - know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Key stage 2 (Years 3 - 6)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history.

Our children will undertake a balanced programme which takes account of abilities, aptitudes, physical, emotional and intellectual development.

In learning Art the children will be provided with a range of skills, concepts and attitudes. They will also be taught to master a range of techniques and methods of working.

### **Curriculum and School Organisation**

In order to achieve these aims, Art must not be undervalued and seen simply as a time-filler or to cover walls of the classroom. It is identified and valued as a subject in its own right.

We base Art on the LCP Scheme of Work which is itself based on QCA Units of Work. Our topics are set down in the Curriculum Overview for each year group. Certain topics at both Stages have been identified as providing opportunities for the development of cross-curricular themes, dimensions and skills, and these have been identified on the Curriculum Overview. At Roman Road, we value notion of making cross curricular links. We believe that through this, children will develop a deeper understanding and will provide opportunities to reinforce learning.

Learning activities are sequenced to ensure continuity and progression. They are taught through a combination of direct teaching, providing children with real experiences, use of teacher-prepared materials, other artists' work, educational visits and other resources such as television and video programmes or ICT.

Each class teacher ensures that throughout the year all skills listed in the scheme of work will have been covered.

The subject is taught by all class teachers and has a curriculum coordinator with responsibility for developing the subject. The coordinator receives any information or resources which arrive in school as well as being responsible for ensuring that the school is full equipped with appropriate resourced for children to develop their skills and knowledge. At Roman Road, we value team work and the ideas of all staff and therefore decisions regarding the development of the curriculum or attendance on courses involve all members of the school teaching staff.

## **Planning and Evaluation**

Planning of the topic starts with the units of work identified on the Curriculum Overview for that particular half term. Teachers annotate the medium term plan, showing when it is planned to teach each objective and how each session will be differentiated, where appropriate. Plans should be available before the start of the second week in each half term when Art is covered.

Areas for cross-curricular work will be exploited at the discretion of the teacher, but are seen to be a desirable area to be working towards. Art is seen as being particularly suitable for linking to work in other curriculum areas including ICT. These links are clearly outlined on the Curriculum Overview.

Evaluation of teaching and learning takes place immediately after each session and relevant information is transferred to the end of unit evaluation.

Whole school staff consultation takes place in order to implement any changes to the planning or evaluation structures already in place.

## **Class Organisation and Teaching Style**

Class teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways:

- individually
- in groups ; these may be organised by ability (mixed or similar), age, friendship or other criteria ; group work is organised so as to provide cooperation and effective learning and understanding
- as a class ; where introductions and discussions are appropriate

Where appropriate the coordinator will undertake specialist teaching, including practical demonstrations for small groups.

## **The use of Sketchbooks**

Sketchbooks should be used as an integral part of exploration and development of ideas at Key Stage 2. We encourage our children to use their sketchbooks as a means of recording, investigating and experimenting with materials, images and ideas. The use of sketchbooks is emphasised in each of the units of work.

A sketchbook should support children's learning in art and design in the following ways:

- development of drawing skills and recording from observation, experimental drawing techniques using line, tone, texture, shape, colour and pattern
- research through drawing from first hand and gathering information from secondary sources such as books, magazines, photographs etc
- exploring the potential and properties of materials
- researching the processes of designing and making a piece of 2-D or 3-D artwork through drawings, diagrams and digital photographs

## **Assessment, Record Keeping, Reporting**

Children's learning are assessed in a variety of ways and these include:

**Formative** :allows the teacher to see what the child knows, understands and can do during lesson.

**Summative** : records children's achievement over a period of time

**Diagnostic** - identifies areas of strength and weakness

**Evaluative** - allows teachers and school leaders to see the effectiveness of teaching in terms of performance

## **Formative Assessment**

At Roman Road, Formative assessment is embedded in the daily teaching and learning process of Art and Design. This involves:

1. Evaluating pupil's prior knowledge and knowledge learnt during lesson
2. Setting explicit learning intentions
3. Sharing learning intentions and success criteria with pupils
4. Questioning effectively
5. Pupils evaluating their own and peers performance against success criteria
6. Teacher s and pupils reflecting and reviewing performance and progress
7. Effective oral feedback to inform pupils what they should do next
8. Children responding to feedback

### **Self-Assessment and Peer Assessment**

At Roman Road, we believe that self-assessment of one's own work is vital to enable children to assess their own abilities and evaluate their own needs. Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning. The aim is to involve children in the analysis and constructive criticism of their own and others work.

Also as part of the assessment process, we encourage Teachers to display all the work initially, in recognition of the efforts of all children. Teachers should then retain a section of the work as exemplar evidence. This should include examples of three levels :

- work considered good in relation to specific learning objectives
- that which is sound
- that which reflects a basic response

## **The Coordinator's Role**

The coordinator's responsibilities are:

- to establish a secure profile of the subject
- to ensure that the resources are sufficient and appropriate
- to replace and acquire new resources
- to model the teaching of Art
- to assist colleagues in the planning and delivering of lessons
- to attend Network Meetings and provide feedback to other members of staff

## **Resources and Accommodation**

An inventory of resources is available. It outlines the art materials available and the teachers' resources

The current specialist materials are stored in the Art or Design and Technology cupboards in the hall or resource room adjacent to the library. The teachers' resources, replacement materials and shared resources are also stored in these areas. There is an index of fine art prints available.

The Art cupboard is only available to staff and support staff. It is locked but the key is available to staff on a hook in the safe. Children should not enter the cupboard to remove or replace any resources at any time.

General drawing and crayoning materials are held in all classrooms. General disposable art materials are ordered by the Head teacher from the general stock funding, in consultation with all staff.

It is the responsibility of all teaching staff to review the use of resources and identify which need to be replaced. The Art Coordinator will purchase resources and staff are asked to submit lists of any

resources which they require to be added to the existing stock. The purchase is based on availability of funds in the Art budget. Collections of 'free' resources are constantly being built up appeals are made to parents, when required, for junk materials, fabrics and so on.

### **Equal Opportunities, Special Needs & Providing for Children with English as an Additional Language**

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in history in order to make the maximum progress.

We aim to do this by:

- taking the individual needs of children into account
- using language which is appropriate to each child's ability
- avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid stereotypes
- choosing resources which are user friendly and easily accessible to all
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

### **Monitoring and Evaluation**

Monitoring and evaluation is carried out to enhance the teaching and learning of Art within our school. The coordinator, supported by the Senior Management Team, undertakes detailed evaluation.

Monitoring focuses on content, children's progress and factors influencing progress, including organisation and methods, resources and their accommodation.

Some evaluation is ongoing and occurs through observation and discussion of children's work and that of other people. Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment.

Throughout the year the whole staff is encouraged to feed back any information and ideas to the Art Coordinator, for example comments on how a particular topic is progressing and how work undertaken by children is progressing.

The Art Coordinator works closely with all staff to consider any necessary changes or adaptations to the scheme of work or the policy. Whole staff discussions take place and agreement reached before any amendments are made.

Signed / Ratified by Governors:  
Review May 2917

**Monira Rahman - May 2015**