



Vision

At Lowca Primary School we believe 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 and can be valuable in fostering a happy mood and mental wellbeing.

Intent

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use 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.

Implementation

At Lowca Primary School we use a variety of Teaching and Learning Styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skill 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 best through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own ideas and methods, the work of others and say what they think and feel about them. We give children the 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 and are given the opportunity to use Computing to enhance learning in Art and Design.

Children are taught Art and Design by the class teacher as a whole class. Sometimes children are given the opportunity to work with visiting artists and craftspeople. Most Art and Design teaching takes place in the classroom, hall or school grounds.

We recognise 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

Teaching Art and Design to children with additional needs and disabilities

We teach Art and Design to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Provision is made for children with Special Needs within the context of the classroom. Teachers provide differentiated learning opportunities matched to the needs of the children with learning difficulties, and our work in Art and Design takes into account the targets set for individual children in their Individual educational plan.

Equal Opportunities

It is the responsibility of all teachers at Lowca Primary School to ensure that all pupils, irrespective of age, faith, gender, sexual orientation, race and disability are given full access to the Art and Design curriculum and make the greatest progress possible, in accordance with recent legislation. We promote British values set out by the Governments 2011 Prevent Strategy. Value of: democracy, rule of law, individual



liberty, mutual respect and tolerance of those from different faiths and beliefs. Please refer to the schools Equalities Policy.

Art and Design curriculum planning

Art and Design is a subject in the National Curriculum. At Lowca Community School we link the art and design scheme of work to our topic themes in order to make valuable links in learning and give inspiration and cultural/historical context.

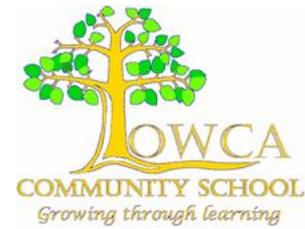
Our long-term plan maps out the themes covered each term during each Key Stage. Through these topic themes we teach the knowledge, skills and understanding set out in the National Curriculum.

Our half termly medium-term plans list the areas of focus and learning objectives the children will cover in each subject taken from the appropriate section of the scheme of work.

We plan the activities in Art and Design so that they build on the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, there is planned progression in each unit of work, so that there is an increasing challenge for the children as they move up through the school. The children use art books from Reception –Year 6.

The Early Years Foundation Stage

Expressive Arts and Design. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. We encourage 'Expressive Arts and Design' in the reception classes as this is a vital part of the Early Years Foundation Stage, and is an integral part of topic work covered during the year. We relate Expressive Arts and Design for the children, to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for this age group. The children's learning includes art, music, dance, roleplay, imaginative play, drama and



design. The range of experience encourages the children to make connections with all areas of learning and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of media and learn skills in a variety of activities that they respond to, using various senses. The activities that they take part in are imaginative and enjoyable.

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;

Contribution of Art and Design to teaching in other curriculum areas

English

Art and Design contributes to the teaching of English in our school by encouraging the children to ask and answer questions about the starting points for 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.

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.

Computing

We use Computing to support Art and Design when appropriate. Children use software to explore shape, colour and pattern in their work. Older children are beginning to collect visual information to help them develop their ideas by using digital and video cameras to record observations. Children use the internet to find out more about famous artists and designers.

Personal, Social and Health Education (PSHE) and Citizenship.

Art and Design contributes to the teaching of some elements of Personal, Social and Health Education (PSHE) and Citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.



Spiritual, Moral, Social and Cultural Development

The teaching of Art and Design offers opportunities to support the 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 a 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 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.

Assessment and Recording

We assess the children's work in Art and Design whilst observing them working in lessons. Teachers track the progress made by children against the National Curriculum programmes of study and our scheme of work, and by noting progress in their art books. This method of recording also enables the teacher to make an assessment of progress for each child, as part of the child's report to parents. We pass this information on to the next teacher.

The Art and Design subject leader monitors attainment throughout foundation and each Key Stage in order to evaluate the teaching and learning of Art and Design.

Resources

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 Staff room resource area.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about the current developments in the subject and providing a

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Art and Design Policy

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strategic lead and direction for the subject in school. The Art and Design subject leader evaluates strengths and weaknesses in the subject and indicates areas for further improvement when observing art in the classrooms and feeds back at staff meetings.

Review Date: September 2022