**ART POLICY**

**STOCKHAM SCHOOL**

**Aims**

Our school aims to place an important emphasis upon our pupil’s creative, emotional development. Art makes a major contribution to these aspects of education as well as to the spiritual and cultural development of pupils. Our school ethos values imagination, inspiration and contemplation, encouraging pupils to ask questions about meaning and purpose. 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 objectives in teaching art and design are:

* 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

**Teaching and Learning Style**

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children’s knowledge, skills 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 or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT, and to work alongside other artists from the community.

We recognise the fact that we have children of differing ability in all our classes, and 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;
* Using additional adults to support the work of individual children or small groups;
* Providing support where individual children have particular gifts or talents.

**Art and Design Curriculum Planning**

Art and design is a foundation subject in the National Curriculum. At **Stockham** School we use the National Curriculum as the basis for our curriculum planning in art and design. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.

We carry out the curriculum planning in art and design in two phases: long-term and medium/short-term.

- Our long-term plan maps out the themes covered in each term during the key stage. The long term plan will ensure an appropriate balance and distribution of work across each year group.

**-** Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. They list the specific learning objectives and expected outcomes, and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in art and design so that they build on the children’s prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

**Early Years Foundation Stage**

We encourage creative work in the foundation stage. We relate the creative development of the children to the Expressive Art and Design objectives set out in the Early Learning Goals. 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.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve 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.

**Art and Design and Inclusion**

At our school we teach art and design to all children, whatever their ability and individual needs. Art implements the school Curriculum Policy of providing a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Learning is differentiated for age and ability to allow art and design for all. Children are afforded opportunities to respond imaginatively and to express feelings properly. It is a vital tool for those children who have special needs.

**Assessment and Recording**

Teachers assess children’s work in art by observing them working during lessons, allowing for different learning styles. They assess the children’s work against the learning objectives for the lessons. Children are encouraged to make judgements on ways in which their work can be improved. These assessments will then be used to judge pupil’s level of attainment and progress against art attainment targets as outlined in the National Curriculum and will inform an annual assessment of progress for each child, as part of the annual report to parents. Teachers record these judgements on the art assessment grid found in their assessment folder. These grids are passed on to the next teacher at the end of each year.

During the Foundation Stage children will be assessed as part of Understanding the World against the development matters statements and early learning goals.

**Resources**

The art and design store contains a variety of resources including drawing, painting and printmaking materials and tools. 3D resources include collage materials, scrap, textiles, modelling, media and glues as well as tools for construction are also stored in the art cupboard.

We are building resources for the study of work of artists including library based references, books, prints, postcards and wider community based references such as museums, churches, buildings etc.

**Display**

The excitement, challenge and quality of our pupil’s school environment is an important part of their education. We work with children to ensure that achievements are displayed creatively.

**Monitoring and Review**

The monitoring of the standards of children’s work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school.

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