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Aims and objectives

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, architects and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

Our objectives in the teaching of art and design are:

- to enable children to record from first-hand experience and from imagination, and explore ways to creatively record these;
- To develop key skills within drawing as the basis of visual representation and develop control
- of a range of drawing based media;
- to develop creativity and imagination through a range of complex activities;
- To gain experience and skills across a range of 2D and 3D media including painting, textiles, print making, sculpture, collage, and digital media;
- To lead and manage art and design projects understanding the importance of clear planning, careful organization, collaborative working, critical thinking and economic use of resources.
- to improve the children's ability to control materials, tools and techniques for drawing, painting, sculpture and other arts and crafts;
- To develop understanding of colour, form, texture, pattern, and their ability to use materials and processes to communicate ideas, feelings and meanings.
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to evaluate and analyse creative works using the language of art, craft and design;
- 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, architects and designers; and understand the historical and cultural significance and development of their art for;
- to develop the cross-curricular use of art and design in all subjects.

The importance of drawing

Drawing forms the basis of visual representation. Children are encouraged to practise their drawing skills on a regular basis. Children have the opportunity to draw regularly. Children are challenged to draw from observation, imagination and experience using their sketchbooks where appropriate. They draw at different scales and on different surfaces using a range of drawing tools. Children are challenged to draw for different purposes for example, to explore ideas, to explain ideas, to record information and to help them reflect on what has been learned.

The Use of Sketchbooks

Sketchbooks are an integral part of the exploration and development of ideas, and are used in our school throughout KS1 and 2. Children use their sketchbooks as a means of recording, investigating, experimenting with materials, images and ideas and evaluating progress. The sketchbooks are used to record the development of children's drawing skills across a range of media and techniques, store research through drawing from first hand or gathering

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information from secondary sources, exploring the properties and potentials of materials, researching the process of design and making through drawings, diagrams and digital photographs and evaluating finished work including personal comments on success and areas for improvement.

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. 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 Information and Communication Technology (ICT).

We recognise the fact that we have children of differing ability in all our classes, and we aim to provide rich and 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 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;
- having more adults support the work of individual children or small groups;
- providing and seeking specialist 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 Studlands Rise we use topics and themes to underpin our planning in art and design.

Planning for Art and Design is done as part of a broader thematic approach to organisation of the curriculum.

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, so that there is an increasing challenge for the children as they move up through the school.

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 imaginatively and expressively. Children are given the opportunity to use a wide range of materials and resources.

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In the Foundation Stage

We encourage creative work in the reception and nursery classes. We relate the children's artistic development to the objectives set out in the EYFS, which underpin the curriculum planning for children aged three to five under the title Expressive Arts and Design. The children's learning includes art, design and technology, 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.

In KS1

Pupils use a range of materials creatively to make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils are taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They look at 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.

In KS2

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

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 children to ask and answer questions about the starting points for their 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 children's mathematical understanding by giving opportunities to develop the children's understanding of shape, space and measures through work in two and three dimensions.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education 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 during their work. The teaching of art and design offers opportunities to support the social 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 the 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 cooperate across a range of activities and

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experiences. The children learn to respect and work with each other and with 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.

Art and design and ICT

ICT enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners, and the internet. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

Art and design and inclusion

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. Work in art and design takes into account the targets set for individual children in their additional support plans.

We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (such as a visit to look at building styles and architecture in town), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

We assess the children's work in art and design while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons, this is also in sketchbooks where applicable.

The teacher makes an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

A photo level descriptor text is stored in the staff room to be accessed by all staff. This demonstrates the expected standard of outcome for the level of achievement in art and design in each year of the school. This is also used to reference where next steps can be made and children can be extended or supported in their work.

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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 art and design store (kiln room). This room is accessible to children only under adult supervision.

Monitoring and review

The coordination and planning of the art and design curriculum are the responsibility of the class teachers and the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
- gives the head teacher an evaluation of the strengths and weaknesses in art and design, and indicates areas for further improvement for the SIP;
- uses specially allocated regular management time to review evidence of the children's work, and to observe lessons of art and design across the school.

The quality of teaching and learning in art and design is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed every three years or sooner if required.

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