ART & DESIGN GUIDELINES (CURRICULUM)

Reviewer: Michelle Francis

Updated: October 2022

Review: Autumn 2024

Introduction

This document is a statement of the aims, principles, strategies and procedures for the teaching and learning of Art & Design throughout the school.

Intent

The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. 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 think critically and use this to reflect on how it shapes our history and contributes to culture, creativity and wealth of the nation. We will endeavour to enable all children to reach their full potential, whilst growing in their love and understanding of themselves as creative individuals.

Aims

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

National Curriculum

At Key Stages 1 and 2, schemes of work are planned in accordance with the requirements stated in the National Curriculum document. Cross-curricular links are explored where appropriate, including the use of ICT to access, organise and present information.

Planning & Teaching

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 study other artist's work and have the chance to imitate part of the artwork or skill demonstrated in the artworks. Once the pupils have developed confidence and skills to imitate what they have observed and understood, they innovate their own works using and applying the new knowledge and skills taught with freedom. 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 the other children. They encourage children to evaluate their own ideas and methods, and 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, including ICT.

Educational visits and visitors to the school are used wherever possible to aid learning.

Implementation

Progression for all pupils

At Whitegrove we provide a broad and balanced curriculum for all our pupils. We recognise the fact that there are children of widely different abilities and varying needs in all classes, and we provide suitable learning opportunities for all children by differentiating activities within art and design to ensure that the specific needs of individual children are best met. Children are encouraged and supported to develop their skills in this subject. The teaching of art gives every child a chance to participate in and enjoy creative activity. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children are talented in art & design and are more likely to express themselves in creative and original ways. They will use materials, tools and techniques skilfully and use new approaches easily.

We achieve this by:

- responding to pupils' diverse learning needs;
- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, according to the ability of the child and showing the children how to challenge themselves;
- using classroom assistants to support the work of individual children or groups of children;
- encouraging the children to take risks and supporting their peers to do the same.

In some cases, this might involve using different materials or using tools which require finer / less control or which allow the child to add more detail, e.g. proper water colours and a finer brush.

Assessment

Children's progress in art & design is assessed against the Age-Related Expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study. Assessment is made through observing them working during lessons as well as by assessing the art they create.

The Role of the Art & Design Subject Leader

The main task of the Art & Design Subject Leader, in consultation, is to support colleagues and so improve the quality and continuity of language teaching in the school.

The subject leader is responsible for:

- Supporting and working with colleagues and keeping them informed of changes and developments within the subject;
- Monitoring the relevance, continuity and progression of the art & design curriculum throughout the school and recommending any action needed;
- Providing advice about the art & design guidelines and schemes of work;
- Keeping, updating and extending resources, ensuring staff are aware of their availability and identifying future needs;
- Keeping own skills and knowledge up to date through reading and attending relevant courses and by developing links with sources of expertise and information beyond the school.