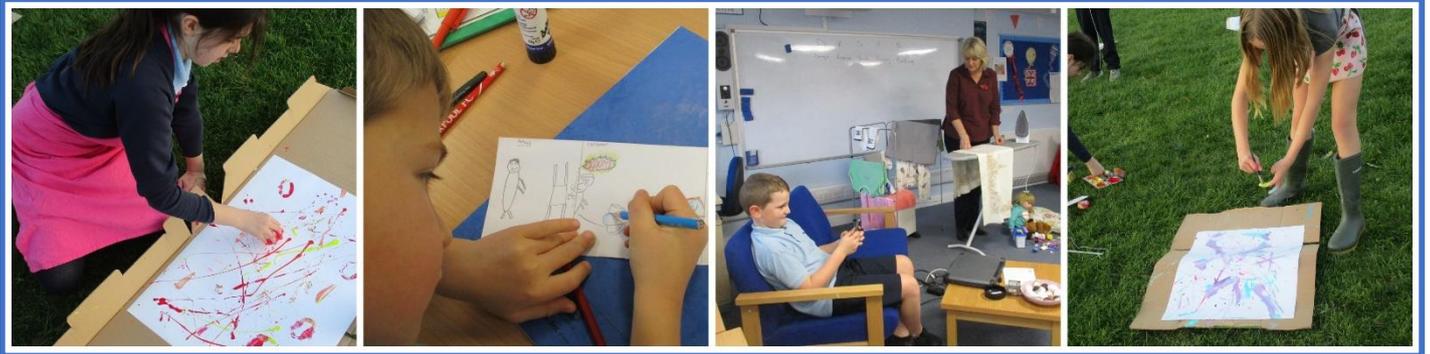


Art & Design at Woodstock CE Primary



At Woodstock CE Primary School we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. 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.

'Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.' Quentin Blake

We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people, and visit galleries and exhibitions. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Throughout the school art is developed through discrete and topic related lessons. Pupils experience working from a range of starting points and explore the use of various media as they move through school. In Foundation Stage, they explore the use of paints, pencils, chalks, pastels, clay and collage materials. Within Key Stage One and Two, children develop their ideas through focussed lessons and by exploring art linked to other areas of the curriculum. Children work in 2D and 3D and have opportunities to work on individual and group activities, on both small and large scale. Within the curriculum for art and design, children think about pattern, colour, texture, shape and form using various media. They learn to evaluate their work and consider how they might change their work in future. Children investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This enables pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts. Each year we hold a Culture and Creative Arts Week which focuses around an aspect of The Arts, raising its profile through wider school community events. As an Arts Award Centre we champion the arts by offering a broad range of extra-curricular arts activities within our curriculum and through after-school clubs. We regard art as an important subject because artistic creation can provide fulfilment throughout life, artistic observation can heighten perceptions and art can contribute to cultural understanding

National Curriculum for Art

PURPOSE OF STUDY

Art, craft and design embody some of the highest forms of human creativity. At Woodstock CE Primary School, our high-quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

AIMS

The national curriculum for art and design aims 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

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.

SUBJECT CONTENT

KEY STAGE 1

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
- 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

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]
- about great artists, architects and designers in history

THE ROLE & RESPONSIBILITIES OF THE ART LEAD

The role of the subject leader is crucial in developing art teaching, learning and resources across the school so as best to support teachers, motivate pupils, monitor progress and achieve consistently high standards.

Strategic Direction and Development of Art

- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- To have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- To monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

Monitoring Teaching and Learning

- To use your own class as an example of high-quality teaching and learning in the subject;
- To ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives through an agreed scheme of work, developed in line with the school development/improvement plan;
- To establish clear targets for achievement in the subject and evaluate progress using appropriate assessments and records and regular yearly analysis of this data;

- To evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- To develop effective links with the local community including parents, business and industry;
- To ensure that teachers are aware of the implications of equality of opportunity which the subject raises.

Leading and Supporting Staff

- To enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high-quality professional development opportunities;
- To ensure that the head teacher, SMT and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.

Effective Deployment of Resources

- To support the headteacher by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- To support the headteacher by maintaining efficient and effective management of the expenditure for the subject;
- To help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- To take on any additional responsibilities which might from time to time be reasonably determined.

TEACHING & LEARNING OF ART AT WOODSTOCK CE PRIMARY SCHOOL

Art & Design teaching focuses on enabling children to think as artists and designers. At Woodstock CE Primary School, the Creative Arts encompass a range of subjects, including performance across art, music, dance and drama. It is our belief that a cohesive Creative Arts Policy will help to identify and meet key objectives which run through all these subjects. Our environment stimulates creativity and innovation to enable our children to unleash their imagination. We believe that by developing skills in creative and performing arts we develop a child's individuality and self-confidence.

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 includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. We focus on the progressive development of eight formal elements that make up a piece of art; line, texture, shape, pattern, form, colour, tone and composition. 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, to 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 other artists' work, educational visits and computing.

We recognise the fact 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 which are differentiated by task, expected outcome and/or support from peers or adults.

CURRICULUM PLANNING

Art is taught through a topic approach alongside Design & Technology, Computing, History and Geography. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working. We build planned progression across the year so that the children are increasingly challenged as they move up through the school. To ensure the coverage of Art and Design, each year group teaches specific skills. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly theme Curriculum Maps and individual Medium-Term Plans. Long-term plans identify individual aspects taught across the year group phases and follow a two-year cycle. Art and Design

is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made. Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

EARLY YEARS FOUNDATION STAGE

In the Foundation Stage, young children are given the opportunity to explore colour, texture, shape and form in two and three dimensions. They have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, children are encouraged to develop their own creative ideas.

SPECIAL EDUCATIONAL NEEDS

We teach art to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

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 co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

ASSESSMENT & RECORDING

Teachers assess children's work in art by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in art. The art subject leader monitors children's work, wall displays, planning and carries out pupil interviews. The work of the art subject leader also involves supporting colleagues in the teaching of art and being informed about current developments in the subject.