



## OWL's Academy Trust



# Langmoor Policy for Art & Design

Art and Design stimulates creativity and imagination and offers pupils a unique and enjoyable means of responding to their world. Art activities teach children how to use the visual and tactile qualities of materials and processes to express their ideas and feelings whilst developing observational, organisational and practical skills. Through their involvement in art, pupils begin to see that they have the power to shape and improve their own environment. Exploring the work of artists from their own and other cultures develops critical awareness and an appreciation of the role the visual arts play in enriching all our lives.

### **AIMS**

The aims of Langmoor's Art and Design Curriculum are:

- To develop observational skills and encourage pupils to select and organise visual and other information for use in their work.
- To develop understanding of the visual elements of colour, tone, shape, form, point, line, space, texture and pattern.
- To provide experience of, and instruction in, the correct use of a wide variety of media and processes.
- To develop creativity and imagination by providing challenging activities that encourage children to explore possibilities and overcome problems.
- To develop critical awareness and an ability to make constructive, sensitive comments about the work of others.
- To increase pupil's knowledge of artists, craftspeople and designers.
- To foster an enjoyment and appreciation of the visual arts from different times and cultures.

### **OBJECTIVES**

At Langmoor Art and Design is taught through topic-linked units with some based on Art Express to ensure that activities develop knowledge and practical skills and support learning in other areas of the curriculum.

Pupils will be given the opportunity to:

- Explore and develop ideas from different starting points.
- Work individually and collaboratively.
- Collect visual information to develop their work.
- Investigate the possibilities of a range of materials and techniques.
- Use their experience and knowledge to select appropriate materials and processes for their work.
- Design and create images and artefacts.
- Evaluate and review their work and use their observations to improve it.
- Examine images, artefacts and textiles from different times and cultures in order to develop an understanding and appreciation of other artists and cultures.

### **TEACHING AND LEARNING**

The school recognises that pupils learn in different ways and teachers use a range of teaching strategies in order to optimise learning. Children are given opportunities to work individually and collaboratively either in a whole class situation or as part of a smaller group. Teachers differentiate activities in order to provide suitable learning opportunities and challenges for children of differing abilities.

This may be done by:

- Grouping children by ability and setting different tasks for each group.
- Using LSAs to support groups or individual children.
- Setting common tasks that are open-ended and can have a variety of responses.
- Providing a range of challenges with different resources.
- Setting tasks of increasing difficulty where not all children complete all tasks.

### **THE FOUNDATION STAGE**

The main aims of Art and Design teaching in the foundation stage are:

- To introduce pupils to a wide range of media and techniques.
- To demonstrate safe and effective use of media and tools.
- To encourage pupils to experiment with media and techniques.
- To develop visual and aesthetic awareness.

Pupils develop their creativity in response to a wide range of stimuli including stories, music, poetry and the work of established artists. In addition to more structured art and design activities, the children have free access to art materials and are encouraged to use them to express

and develop ideas. Pupils are encouraged to say what they think and feel about their own work and begin to make judgements about the work of other artists.

### **KEY STAGE 1**

In Key Stage 1 pupils continue to experiment with different materials and processes. They explore their visual, tactile and sensory qualities and begin to develop control of tools and media.

Pupils will:

- Use observation, experience and imagination as starting points for their work.
- Investigate the possibilities of a range of materials, processes, tools and techniques and use them to make images and artefacts. This range will include ICT and textiles.
- Work on projects in two and three dimensions and on different scales.
- Work individually and collaboratively on projects.
- Say what they think and feel about their work and identify changes they could make in order to improve it.
- Learn about the main visual and tactile elements used by artists.
- Identify similarities and differences in the work of artists, craftspeople and designers from different times and cultures.

### **KEY STAGE 2**

In Key Stage 2 pupils will build on their skills and improve their control of tools and materials through more complex activities.

They will develop their critical awareness of the role of artists and designers in different cultures. Pupils will use their knowledge of visual and tactile elements and materials to communicate what they think, feel and see. They will develop the confidence to pursue their own ideas and to overcome difficulties.

Pupils will:

- Use a wider range of starting points for their work including music and drama.
- Work on projects in two and three dimensions and on different scales.
- Work individually and collaboratively on projects.
- Collect visual and other information in a sketchbook to help them develop ideas for their work.

- Investigate and combine the visual and tactile qualities of materials and processes matching them to the purpose of their work.
- Compare ideas, methods and approaches in their own and others' work. They will use the knowledge gained to adapt and improve their own work.
- Work with a wider range of materials and processes, tools and techniques, including textiles ICT and digital media.
- Increase their knowledge of other artists, craftspeople and designers by learning about the role and purpose of their work in relation to their culture.

## **OUR EXPECTATIONS**

The structure of the scheme of work ensures progression in the development of skills and understanding.

By the end of Key Stage 1 we would expect that most pupils:

- Will have a basic knowledge of colour mixing.
- Will be able to use a wide range of materials and tools correctly and safely.
- Will begin to use their knowledge and experience to select suitable materials for their work.
- Will be able to say what they think about their own work and suggest ways of improving it.
- Will be able to describe and comment on the work of other artists.

By the end of Key Stage 2 we would expect that most pupils:

- Will have a secure knowledge of colour mixing.
- Will be able to use a sketchbook to collect information and develop ideas for their work.
- Will be able to design and create images and artefacts, selecting appropriate materials and processes for their work.
- Will be able to recognise and use techniques from key movements in the history of art.
- Will be able to make informed comments about their own work and about the work of other artists.

## **ART AND DESIGN CURRICULUM PLANNING**

Art and Design is a foundation subject in the National Curriculum. At Langmoor we have developed our own Scheme of Work to meet the requirements of the National Curriculum and the needs of our pupils. The

Scheme of Work is linked to other curriculum areas through topic based art units. This ensures continuity and progression across year groups and key stages.

Curriculum planning is carried out in three phases: long-term, medium-term and short-term. Long term planning in art is set out in the curriculum map. It shows the themes and areas of learning in art in order to ensure full coverage of skills and techniques. The curriculum map also shows the number of hours that should be allocated to each art unit. The subject leader is responsible for writing long-term plans in consultation with colleagues.

Medium-term plans include the learning objectives, details of differentiated activities and attainment levels for each lesson in a unit of work. There are three units of work per year. The art and design subject leader is responsible for keeping and monitoring these plans to ensure that they include the teaching of all skills and concepts included in the long-term plan.

Class teachers are responsible for the more detailed short-term plans which include specific directions for delivering each lesson.

## **THE CONTRIBUTION OF ART AND DESIGN TO OTHER AREAS OF THE CURRICULUM**

### **LITERACY**

Art and Design contributes to the teaching of literacy by developing the children's creativity and imagination and developing fluency in expressing thoughts and feelings. Teachers make direct links between art and literacy by using prose and poetry as stimuli for artwork and by using artwork to stimulate ideas for written work. This is particularly valuable for those children who are visual learners.

### **NUMERACY**

Art and Design supports the teaching of numeracy by developing the children's awareness of shape and pattern.

### **ICT**

ICT is used to support Art and Design teaching throughout the school. All children use software to explore shape, colour and pattern. Older children use digital and video cameras to develop ideas for their work and record observations. The internet is used to research the lives and works of other artists and designers and to collect visual and written information to use in developing ideas for art work.

## **PSHE**

The Art and Design curriculum encourages pupils to express their thoughts and feelings and encourages sensitivity to the feelings of others. During collaborative work children learn to listen to and co-operate with each other. Art is an important tool for self-expression and as such can be used to support PSHE.

## **SPIRITUAL, MORAL, AND CULTURAL DEVELOPMENT**

Art has always been used by man to record his ideas and responses to the world. Studying the art and religious symbols of people from other times and cultures gives pupils a valuable insight into the lives of these people whilst teaching them to respect other cultures.

## **HISTORY**

Studying images and artefacts from different times and cultures gives children a better understanding of key periods in history. Art provides a visual means of researching and recording historical information and makes history more accessible to all pupils.

## **INCLUSION**

At Langmoor the Art and Design curriculum is taught to all pupils, it provides learning opportunities that enable all pupils to make progress. Each child is assessed as an individual and activities are planned accordingly. Teachers plan differentiated activities for pupils with special needs and organise support where appropriate. Every effort is made to build on individual children's strengths and interests. The Art Co-ordinator monitors the learning opportunities provided for pupils with special needs and supports staff in their planning.

## **GIFTED AND TALENTED CHILDREN**

Gifted and talented pupils are monitored by both the Art Co-ordinator and the Gifted and Talented Co-ordinator. Pupils who have reached a higher level of attainment than the majority of their peer group will, where possible, be given opportunities to work with older children who have reached a similar level. Teachers will provide a higher level of challenge for gifted and talented pupils to ensure that they continue to develop new skills. Langmoor works with other schools in the Oadby family of schools to plan art workshops for gifted and talented pupils.

## **CHILDREN WITH ENGLISH AS A SECOND LANGUAGE**

Children for whom English is a second language may need additional support in order to access the art curriculum. Any written or oral instruction should be differentiated accordingly. Art and design provides valuable opportunities to study artwork from different cultures and to show how much it is valued. Art allows children from other cultures to share their knowledge and experience and to communicate their ideas and feelings using non-verbal means.

## **ASSESSMENT AND RECORDING**

In order to develop as artists it is important that pupils are involved in assessing their own progress. Each art unit includes the completion of a WILF grid which enables pupils to evaluate what they have done well and what they need to do to improve. Teachers make informal assessments of the children's response to, and involvement in activities, whilst observing them during lessons. At the end of each unit of work teachers assess pupils' work in line with the banding system that the school uses. The level recorded will show whether the child's work is above, below or in line with what is expected for their age. Assessments are used to monitor progress and to inform planning. Teachers inform parents about the children's progress in the annual report to parents. All assessments are passed to the next teacher and the Art Co-ordinator at the end of the year.

Each pupil's art work is kept in sequence in their sketchbooks wherever possible so that development can be tracked by the class teachers, the subject co-ordinator and the pupil.

## **MONITORING AND REVIEW**

The monitoring of the standard of pupil's work and of the quality of teaching in Art and Design is the responsibility of the Art Co-ordinator. The other responsibilities of the subject leader in art and design are as follows:

- To review the policy and scheme of work for Art and Design on a regular basis.
- To monitor teaching and learning to ensure that there is continuity and progression throughout the school.
- To check that procedures for assessing, recording and reporting are being followed.
- To support staff in the delivery of the art curriculum and organise relevant training.
- To order and manage resources and advise on health and safety issues.

- To co-ordinate and monitor display throughout the school.
- To liaise with staff and governors to keep them informed of developments within the subject.
- To attend relevant training courses.

### **HEALTH AND SAFETY**

All tools and practical equipment should be kept in good condition and stored safely. Any potentially hazardous tools and materials are stored in an area that is inaccessible to pupils and they are only used with adult supervision. Children will receive regular instruction in the safe use and handling of tools and materials. The subject leader is responsible for checking the condition of materials and keeping staff informed of any changes to the health and safety regulations that are relevant to Art and Design.

### **RESOURCES**

Each classroom has a range of basic resources for use in Art and Design. More specialised equipment is kept in the art cupboard in Class 3 and in the DT store. Textile resources are stored in the ICT suite. Although the budget for resources is limited we provide a good range of art materials and introduce children to new products whenever possible.

### **EXTRA CURRICULAR ACTIVITIES**

Each term the school has a 'display day' which allows all staff and pupils to be involved in creating exciting displays for the corridors. In the Summer term we will hold a Big Draw day which involves the whole school and will be linked to the science topic of 'Seasons'. We also encourage parents to get involved in their children's art activities during open afternoons. Whenever possible we invite artists and art specialists into school to share their work and expertise with pupils.

### **Year 6**

We are planning to welcome Year 6 to Langmoor. Art for Year 6 will involve the creation of a small body of work based around a certain skill that was not looked at during the pupil's Year 5 project. This will include research around artists, craftspeople and designers who have demonstrated this particular skill and the demonstration of different techniques through various media. Year pupils will then be given the opportunity to display their work to parents and peers.

Sophie Waterfield  
Art Co-ordinator

Reviewed January 2017

