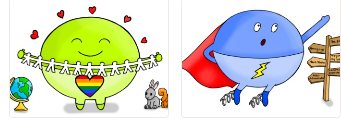
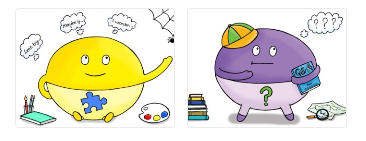


ART AND DESIGN POLICY

Archibald First School

**Our School Vision**

At Archibald our vision is to provide a broad and balanced curriculum to inspire **curious, caring, creative and courageous** learners where we are all **having fun and learning together.**

**Introduction**

At Archibald we are committed to providing all children with a broad and balanced curriculum and we understand the importance of art and design in development of a child emotionally, aesthetically, spiritually, intellectually and socially. High quality art and design opportunities will engage, challenge and inspire pupils whilst allowing them to explore, experiment, invent and create. This will help fire their imagination and is a fundamental means of personal expression. We aim to provide all children opportunities to share their responses to ideas and experiences and allow time for reflection. Children should acquire the ability to make informed and critical responses to their own work and the work of others with increasing sensitivity. As our children’s knowledge and skill set develops, they should deepen their understanding of how art and design has influenced and changed culture and history, both within their locality and worldwide.

**Aims**

**Equal Opportunities, SEND and differentiation**

Our Art and Design curriculum provides a broad and balance education for all pupils, regardless of their ability and individual needs. Staff ensure the needs of all children, including those with special education needs and those learning English as an additional language are met and that all children are able to access the curriculum. Adapted resources are purchased to meet the physical needs of children and teachers differentiate and provided varied levels of support based on their ongoing assessments and judgements. Differentiation within Art and Design can take many forms; differentiation by outcome, different tasks around the same topic, variety of questioning and a variety of adult/peer support. Open ended activities allow our gifted artists to shine and children showing a real flare for Art and Design can be selected as Art Ambassadors where they can work alongside the Art Co-ordinator to contribute to the wider arts curriculum.

**Disadvantaged Pupils**

All children deserve an introduction to culture. Through our curriculum we ensure we expose the children to culture on their doorstep and beyond through the artists we teach. Specific children who have been identified as disadvantaged, who we know are much less likely to take part in the arts outside of school, are offered the opportunity to join any school trips to galleries and to work with artists within school to further develop their cultural capital.

**Early Years**

**National Curriculum**

**British Values and Spiritual, Moral, Social and Cultural Development**

**Cross Curricular Links**

Art in our school makes a major contribution to the emotional and creative development of our pupils. We aim to encourage children to question, reflect and become inspired through studying the works of artists, craft workers and designers from a range of cultures and contexts, time and places. Through their practical experiences with a variety of media, the children will be developing their creative and aesthetic skills.

We aim to encourage the children to take a pride in their own achievements and to respect their own and others’ work. By looking at the work of other artists, children will be helped to understand that there is no “correct model” and that art is a response to the world around us.

### Aims

* To use the work of children and established artists to provide a colourful and stimulating environment throughout the school.
* To encourage pupils’ development of creative, imaginative and practical skills through a balanced programme of art, craft and design activities, working individually, in groups and as a whole class.
* To extend pupil understanding of how ideas and feelings can be communicated in visual, and sometimes tactile experiences.
  1. Pupils should investigate the artistic techniques in practical work including:

Different qualities of line and tone

Experimentation with colour-mixing and application

The use of pattern and texture in designing and making

How shape, form and space are presented in works of art

* 1. Pupils should be taught about the work of artists, craft workers and designers, e.g. drawing, painting, printing, photography, textiles, ceramics, graphic design (ICT), sculpture and architecture.

* 1. Pupils should be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety regulations.

### Approach to teaching and learning

Pupils will be taught factually, as well as being given opportunity to experiment and discover. Continuity and progression will be ensured by a scheme of work and a system of recording. Pupils will be given opportunity to develop key concepts, skills and attitudes in Art throughout the key stages.

* + 1. **Key Concepts.** Colour, shape, texture, pattern, tone, line, form, perspective, artists and their works, for, content and mood.
    2. **Practical Skills,** e.g. cutting, shaping, gathering, resources, using tools, organising, clearing away.
    3. **Perceptual Skills,** e.g. observing, recording, language, remembering, communicating, expressing, critically appreciating and visual literacy.
    4. **Key Attitudes** Pride in achievement, respect for own and others’ work, respect for the environment both man-made and natural, developing awareness and love for the visual arts, seeing the role Art plays in our multi-cultural society, to develop positive approaches towards equal opportunities in race, gender and ability.
* We encourage visitors and members of the local community to share their skills with us (all DBS checked first) and organise after-school events from time to time to facilitate this.
* Educational visits to museums and galleries are an important part of our curriculum delivery.

### Resources

* Class teachers order materials to support the objectives and activities which they have planned to deliver, this is overseen by the Art co-ordinator.

### ICT and Art

* Art has close links with technology and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital photography. The internet can be used to investigate and retrieve information about famous artists and their work.

### Intentions

* To aid pupils’ all round development in Art, we will provide opportunities for independent learning and creative risk taking. Appropriate teaching styles will be used for different activities. We will provide opportunities for collaborative group work as well as individual tasks. Teaching pupils with Special Educational Needs requires thought and staff will take this into account when planning lessons, providing support and/or differentiated activities as necessary.

### Assessment

Informal ongoing assessment by Class teacher to include marking of work, and discussion with the child. On occasion samples of work will be photographed.

We provide meaningful and purposeful opportunities to develop children’s skills and responses through a cross-curricular approach. The children are encouraged to peer and self-assess. This is in the form of written evaluations on pieces and informally verbally in the classroom.

Monitoring and review

This policy will be reviewed by the Teaching and Learning Committee every two to three years. The co-ordinator will be expected to produce a yearly subject audit plan and positional statement to the head and governors where appropriate. They will review their subject policy annually and make amendments where needed.

Last review date: Autumn 2017

Next review date: Autumn 2020