



Westminster

Primary

School

Nurturing Minds...

Inspiring Excellence

ART POLICY



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Art and Design Policy

1 Rational and purpose

- 1.1** 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 fires children's 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.

"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, Children's Laureate

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

2 Aims and objectives

- 2.2** The aims of art and design at Westminster Primary School is to enable children to:

- record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity, confidence and imagination through a range of complex activities;
- improve their ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- develop and understanding of the work of artists, craft people and designers.

3 Teaching and learning

- 3.1** At Westminster we use a variety of teaching and learning styles in art and design lessons to ensure that the national curriculum requirements are met. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and extra-curricular 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.
- 3.2** At Westminster we aim to provide for all children so they all achieve as highly as they can. We recognise that we have children of differing artistic ability in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. By doing this we ensure that all children have equal access to the curriculum.

4 Art and design curriculum planning

- 4.1** At Westminster we use our own bespoke Medium Term Plans (MTPs) for planning. Our MTPs ensure that all of the key national curriculum requirements are met and that component knowledge is built upon over a sequence of lessons. Teachers will then meet on a weekly basis to plan lessons connected to each particular unit. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within a year group, the most important aspect to consider is the skills and knowledge that need to be covered.
- 4.2** We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.
- 4.3** We at Westminster understand that it is appropriate for teachers to use their professional judgement and that the subject of Art can be blocked over a period of time (e.g. 2 afternoons in a row) instead of taught as single weekly sessions. The key consideration would be the efficient development of children's knowledge within the subject.

5 The Foundation Stage

- 5.1** Creative development in reception classes is an integral part of the Foundation Stage Curriculum. We relate the artistic development of the children to the objective set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. In the foundation curriculum the early learning goal is:

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

In order to achieve this the children will have access to a wide range of construction, collage, painting and drawing activities. Children will explore colour, texture, shape, form and space in two or three dimensions and will use their imagination in art and design. We provide a rich environment in which we encourage and value creativity and support children to unleash their ideas.

6 The contribution of art and design to teaching in other curriculum areas

6.1 English

Art and design contributes to the teaching of English in our school by actively promoting the skills of speaking and listening. Children are encouraged 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.

6.2 Mathematics

Art and design contributes to the teaching of mathematics by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

6.3 Information and communication technology (ICT)

ICT is used in art and design where appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas. They also use the Internet to find out more about famous artists and designers.

6.4 Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching 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. We have planned opportunities to meet and talk with artists and other talented adults whilst undertaking their work.

6.5 Spiritual, moral, social and cultural development

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 of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

7 Children with special needs (including gifted and talented)

- 7.1** We teach art and design to all children, whatever their ability, as part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities matched to the needs of children with learning difficulties and also those who are gifted and talented and we take into account the targets set for individual children in their Individual Target Plans (ITPs) if they are relevant (e.g. Using scissors to develop fine motor skills.)

8 Assessment and recording

- 8.1** We assess children's work in art and design through assessment for learning, questioning and marking. At the end of a unit of work we make a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. This is the basis for our 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.
- 8.2** At Westminster art is monitored. Work from each year group is looked at once a year from a cross section of abilities to ensure that all aspects of the curriculum are being delivered. This verifies that progression and standards are being maintained.

9 Resources

- 9.1** 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 rooms.
- 9.2** Money is allocated annually for art and design and the subject leader consults staff, identifies needs, audits current stock and then submits

an Art order to the School Business Manager in order for stock to be replenished in time for the beginning of the new academic year.

10 Monitoring and review

- 10.1** The art and design subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in art and design. This is done through work scrutiny and informal 'drop ins'. The art and design subject leader will also review samples of children's work and monitor and assess the art curriculum as a whole. The art and design subject leader is also responsible for supporting colleagues in the teaching of art and design, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

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