



Enjoy!  
Achieve! Aspire!  
Now and in the future!

## **Lingham Primary School Art and Design Policy**

### **1. Purpose of Study**

At Lingham Primary School, we are committed to providing our learners with a motivating and inspiring creative curriculum. Learners will be given excellent opportunities to explore a range of materials, to develop and master their skills and techniques, to express their ideas imaginatively and creatively.

#### **1.1 The aims of art and design are:-**

- to produce creative work, exploring their ideas and recording their experiences;
- to become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- to evaluate and analyse creative works using the language of art, craft and design;
- to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **2. Teaching and Learning**

**2.1** At Lingham Primary School, we use a variety of teaching and learning styles to encourage creativity. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the pupils use a range of materials creatively to design and make products. Pupils are taught to use a wide range of art and design techniques, they are taught to develop their techniques, including their control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. We do this through a combination of whole-class teaching and individual/group activities. Sketch books are used to develop ideas from Year One onwards. 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, using the language of art, craft and design. We give children the opportunity within lessons to work on their own and collaboratively on projects in both two and three dimensions. Children have the opportunity to use a wide range of materials and resources, including ICT.

**2.2** At Lingham Primary School, we recognise that we have children of differing ability in all of 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:

- setting open-ended tasks which can have a variety of responses;
- providing differentiated resources with extension activities for the more able;
- using additional adults to support the work of individual or small groups of children.

### **3. Art and Design Curriculum Planning**

**3.1** Art and design is a foundation subject in the National Curriculum. Planning is carried out in three phases: long-term, medium-term/short-term. Our long-term plan maps out themes covered by each year group during the year. Coverage of the key skills is highlighted and monitored by the coordinator to ensure progression as the children move through the school.

**3.2** Our medium-term plan is adapted from QCA and Hamilton Trust or is written by the class teacher. These plans define what we will teach and ensure an appropriate balance of tasks within each stage of the design process.

**3.3** Class teachers complete a short-term plan on a weekly planning sheet showing objectives and differentiation.

### **4. The Early Years Foundation Stage**

**4.1** Within the Early Years Foundation Stage, art and design is delivered through the area of Expressive Arts and Design. The children work towards the Early Learning Goals as set out in the EYFS. Provision of art and design within our Foundation Stage is through:

- continuous provision – during continuous provision, the children have access to a wide range of materials, tools and resources. The children are encouraged to work independently, safely and co-operatively, to explore and experiment with colour, design, texture, form and function. The children are challenged to use what they have learnt about media and materials in original ways, thinking about uses and purposes.

- adult-directed activities – are used to model a range of materials, tools and techniques.

**4.2** The role of the practitioner is to support and challenge children's thinking through observation, participation, role-modelling, making suggestions and using the appropriate vocabulary. The children are challenged to develop their skill progression as they explore and experiment with a variety of materials, tools and techniques.

## **5. Contribution of Art and Design in other Curriculum Areas**

### **5.1 English**

Art and design contributes to the teaching of speaking and listening by providing children with the opportunity to compare ideas, methods and approaches in their own work and that of other children. Pupils are given opportunities to evaluate and analyse, to say what they think and feel about their own work, and the work of their peers.

### **5.2 Mathematics**

The teaching of art and design gives opportunities to develop children's understanding of shape and space through work in two and three dimensions.

### **5.3 Information and Communication Technology (ICT)**

At Lingham Primary School, we use ICT to support art and design. Children are given opportunities to use software to explore colour, pattern, line, shape and space in their work. Children use ICT to create pictures and to explore different effects. The older children integrate digital images into their art and explore a range of e-resources to create art. Children use the internet to find out about famous artists, craft makers and designers.

### **5.4 Personal, Social and Health Education (PSHE) and Citizenship**

Art and design contributes to the teaching of some elements of PSHE. The children discuss how they feel about their own work and the methods and approaches used by others.

### **5.5 Spiritual, Moral, Social and 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. 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 cooperate 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.

Further to this, the children develop an awareness and understanding of great artists, craft makers and designers and gain an understanding of the historical and cultural development of their art forms.

## **6. Teaching Art and Design to Children with Special Needs**

At Lingham Primary School, art and design is taught to all children, whatever their ability. Work in art and design takes into account the targets set for individual children within their Support Plan (SP).

## **7. Assessment and Recording**

**7.1** At Lingham Primary School, we assess the children's work in art and design through observation during lessons. Each lesson is reviewed on the short term planning addressing the needs of the children and informing the next step. At the end of each unit of work a judgement is made against the expected outcomes for that unit. The teacher records any children who have not achieved or exceeded those expectations and then uses this information to plan future work. This method of recording enables the teacher to make an annual assessment of progress which forms part of the child's annual report. The end of unit assessments are monitored by the coordinator in order to gain an overall picture of achievement within art and design. Sketch books are passed to the next teacher.

**7.2** At Lingham Primary School, a portfolio of best practice within art and design holds samples of work and photographic evidence for each year group. This demonstrates what the expected level of achievement is in art and design in each year group of the school.

## **8. Resources**

Each year group is responsible for ordering and storing the consumables needed for each unit. This includes sketch books. The coordinator informs year groups about art budget availability, usually for the purchase of non-expendable items. A smaller selection of more specialised resources are held by the coordinator. There is also a central store of art reproductions, books and prints.

## **9. Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the coordinator and the Senior Leadership Team. The work of the coordinator also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a lead and direction for the subject in the school. The coordinator gives the headteacher an annual action plan in which s/he indicates areas for further development.

## **10. Art and Design Enhancement Days**

Art and design enhancement days are incorporated into the curriculum to promote and develop children's pleasure, enjoyment and creative expression through art and design. Where possible, local artists are invited into school to demonstrate new skills, strategies and techniques for both, pupils and staff. The art and design enhancement days offer pupils the opportunity to use a range of materials creatively, to develop and share their ideas, to develop a wide range of art and design techniques. Photographic evidence is kept in the art portfolio.

**Lingham Primary School**  
**Approved by Governors: 27<sup>th</sup> June, 2017**  
**Updated: June 2017**  
**Review date: June 2018**