**Aims and Objectives**

Our aims in the teaching of art and design are to allow pupils to:

• Develop and stimulate children’s imagination and creativity by providing a range of visual, tactile and sensory experiences.

• Develop children’s aesthetic sensibilities and enable them to make informed judgements about art.

• Develop children’s understanding of colour, form, texture and pattern.

• Provide particular activities that give children the ability and skills to realise their ideas in drawing, painting, sculpture and other craft techniques.

• To know about great artists, craft makers and designers and understand the historical and cultural development of their artwork.

• Develop skills in observation and analysis and critical responses to their own work and those of others.

**Teaching and Learning Style**

In line with National Curriculum programmes of study, children at both Key Stages and Foundation will develop knowledge, skills and understanding through a range of practical tasks which will include :

· Drawing

· Painting

· Print making

· Collage

· Textiles

· Sculpture, 3D construction, using clay

· Computing

Through these, children will develop a wide range of art and design techniques in using colour, pattern, line, shape, form texture and space.

These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way.

Children at Key Stage 2 are taught to use sketch books as a working record of their ideas and skill development.

A range of styles are necessary for the teaching of art and our teaching includes opportunities for

· Exposition

· Appropriate demonstration of techniques.

· Investigation and exploratory work.

· Use of computing resources.

· Whole class, group and individual work

. · Use of support staff and parent helpers.

· Discussion of children’s and others work. ·

**Learning environment**

Activities are organised at the teacher’s discretion and according to the availability of materials. Art and design activities may be carried out individually, as a small or large group, or as a whole class activity.

Teachers will make provision for varying learning styles to be utilised.

**Art and Design Curriculum Planning**

Art and design is essentially a means of communication and plays an important part in children’s creative and sensory development. It is the expression and appreciation of ideas, thoughts and feelings through a variety of two and three-dimensional media. It allows children to make thoughtful judgements about life and helps them to shape the environment and also to understand how art and design has both reflected and shaped the history of our nation.

**Early Years Foundation Stage (EYFS)**

In Foundation Stage children work on a range of creative themes and tasks, and they work in Expressive Arts and Design linked closely to other areas of the EYFS, especially Physical Development.

**The National Curriculum Key Stages 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.

**The National Curriculum 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 subject leader**

The school’s appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

Evidence will be kept from year to year.

The subject leader will offer support to colleagues and share their expertise and experience.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

**Art and Design to children with SEN**

All children regardless of race, gender and physical and intellectual ability will be given access and opportunity to use art equipment and develop their skills. Adult supervision and encouragement will be provided to small groups and individuals where appropriate. SEN children are actively encouraged to use art and 3D media to develop an understanding of other curriculum areas. There is opportunity to explore and learn about other cultures that children in the Western world might not be familiar with.

**Assessment**

Teacher assessment in art and design can measure many different aspects within the subject. Teachers will assess pupils’:

Much of the monitoring is done through observation of children using different techniques, discussion and finished work. Digital images are taken by staff to provide evidence of children working and to record 3D objects that have produced. Teachers use their own skills in assessing whether children have problems or need challenging in art e.g. reinforcing a particular technique. Assessments will be recorded in the year end reports to parents.

A selection of work may be retained as evidence or photographed for this purpose.

**Resources**

Each classroom has basic art and design resources maintained by the individual teachers.

**ICT**

Each computer has a range of graphic software, including ‘paint’, Tux paint, clip art facilities, use of a scanner and a digital camera. We have full Internet access that can be used to find images for our artwork, with appropriate supervision and parental consent. I.C.T is incorporated within the art curriculum wherever relevant. Every classroom has an Interactive White Board and will be used to model and demonstrate art programs. It also has many other uses, such as: showing photographs of school trips or artefacts, scanning and showing examples of children’s work.

**Health and safety**

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

Children are supervised at all times during activities.

A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

**Monitoring and Review**

The art and design subject leader is responsible for monitoring the standard of the children’s work and the quality of teaching in Art and design. 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.

Date: 12.12.19