



Pilgrims School

Art, Design and Display Policy

Sept 2022

Next review date: Sept 2023



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

Art and design is not just a subject to learn but an activity that you can practice with your hands, your eyes, and your whole personality.

Quentin Blake, Children's illustrator

Art and design is the freedom of the individual, the freedom of expression and the freedom to fail without retort

Simon Waterfall, Creative Director, Deepend

Values and Aims

The purposes of art and design in our school are to stimulate creativity and imagination and to foster the involvement of each individual. We believe that children are entitled to experience and enjoy every aspect of art and design and that each child's strength and potential must be realised in order that they might experience the rewards that can be achieved by developing talents beyond perceived expectations. All children should be provided with the opportunities to develop an understanding and appreciation of the visual arts and experience their power to enrich young lives. Art in education must permeate the school, into its community and beyond.

- To teach skills and knowledge of art and design in accordance with the Programmes of Study in the National Curriculum Art and Design document and the Early Years Foundation Stage document and Development Matters.
- To ensure that all children are provided with a broad and balanced curriculum using both 2D and 3D concepts.
- To develop children's skills, imagination and experience using a variety of media and techniques.
- To encourage children to be confident, self-motivated, creative and investigative, taking pleasure in their endeavours.
- To provide visual, tactile and sensory experiences that will help each individual to develop a unique way of understanding and responding to the world.
- To learn about the diversities in art, craft and design in contemporary life and in past times and different cultures.
- To provide contact with the work of artists and designers exploring ideas and meanings in their works.
- To provide an environment which stimulates the child's capacity for original thought and the ability to communicate opinions about their own work and that of others.

In keeping with the School's values, staff and governors are committed to:

Kindness

- Working together to help and support each other
- Providing a safe, stimulating learning environment
- Encouraging a sense of responsibility and positive attitude to caring for the world in which we live

Curiosity

- Making learning an enjoyable and challenging experience
- Promote lively, enquiring, independent and imaginative minds and develop enthusiasm for all aspects of Art and Design
- Providing opportunities for pupils to explore a wide range of media and techniques
- Fostering imagination, creativity, problem solving and a willingness to take risks
- Promoting assessment for learning building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves
- Developing lively and enquiring minds and build on natural curiosity
- Providing opportunities for pupils to work independently and collaboratively
- Developing children's capacity to learn about ways of thinking, finding information and presenting their work

Respect

- Ensuring that every child succeeds by providing an inclusive education with a culture of high expectations
- Promoting respect for ideas and investigate the points of view of other pupils.
- Encouraging curiosity, perseverance, open-mindedness, critical reflection and cooperation.
- Encouraging pupils to respect the work of artists from different times and cultures

Learning Objectives

Children will be given opportunities to:

- Acquire and develop new skills and techniques.
- Experiment with increasing confidence and creativity using a wide range of media and tools.
- Work both collaboratively and individually with increasing independence.
- Develop the ability to evaluate work of self and peers using strategies appropriate to the situation or task.
- Become familiar with the elements of line, colour, pattern, texture and form, through different materials and processes.
- Communicate what they see, feel and think with increasing confidence and eloquence.
- Learn about the work of artists – styles and techniques.

Teaching Objectives

Teachers will use a range of strategies to ensure effective learning takes place including:

- Through exposition of a variety of skills and creative activities.
- Through demonstration by teachers, artists, others adults and children.
- Through practice and consolidation of skills.
- Through open and closed questioning about their own work and that of others.
- Through careful planning
- Use of clear learning objectives and success criteria displayed and referred to throughout lessons
- Demonstration
- Modelling, techniques and new skills
- Explanation
- Effective questioning that accesses higher-order thinking skills
- Facilitating
- Discussion
- Listening to and responding
- Employing a wide variety of resources
- Planning that is flexible and informed and involves the whole team

Art and design is taught not only as a discreet subject but as an integral part of the Creative Curriculum across the whole school.

Implementation

- Equal access to a wide range of media and tools.
- The opportunity to work individually, within small groups and as a class/school
- The opportunity to extend art and design into other areas of the curriculum including, literacy, ICT and music.
- All children will have access to a personal set of watercolour paints. They will be taught the skills required to use the equipment with accuracy and care.
- Looking at the work of other artists– using prints / books / websites (such as National Gallery)

Assessment, recording and reporting

- Developing the skills to give and understand constructive comment to improve technique
- Through frequent observations and dialogue between teacher and child
- Through regular opportunities to use self and peer assessment
- Contributions to child's FSP document and topic book, where relevant
- Final results of pieces of work.
- In art and design, teachers use the school's skills lists to identify age-related expectations for each art and design curriculum area at the start of a new term. The year group leader will maintain a highlighted copy of the list to show coverage over the year.

- Informal teacher assessments are carried out throughout the year, and these are recorded in learning journals in the EYFS and topic books in main school and used to make formal judgements that are recorded in the end of year pupil reports.

Assessment will be continuous and be on the basis of the level descriptions. Both these and the programmes of study will be used as a framework for assessing, recording and reporting to parents annually.

Planning

- Through the School Improvement Plan and action plans
- Art and Design Technology co-ordinators to oversee the implementation of National Curriculum Programmes of Study and Early Year Foundation Stage (EYFS) – Expressive Arts and Design – and plan future developments and events to extend and enhance the set framework.
- Through whole school Creative Curriculum including long and medium term plans
- Progression and continuity overseen by Art and Design Technology co-ordinator through plans, observation and monitoring.
- Cross-curricular liaison between subject co-ordinators, the deputy head and head teacher.

Organisation

- Creative work will often take place within the classroom and also throughout the school.
- Children are encouraged to look within the school grounds and other areas of the school where possible to enhance their learning.
- Children will be shown how to prepare materials and clean and care for tools appropriately.

Management and co-ordination

The Art and Design Technology co-ordinators will:

- Be the focus of specialist knowledge and resources.
- Be responsible for displays throughout the general areas of the school.
- Assess planning and implementation of the same, the outcome of which will be discussed with relevant teachers when and where appropriate.
- Undertake classroom observations of teachers with feedback being given as soon as possible.
- Report back from courses attended and organise workshops/INSET days when appropriate.
- Liaise with Pilgrims Parents and support the organisation of the annual art exhibition.
- Organise Art/Design Technology competitions/ Weeks/Days as appropriate.
- Liaise with outside organisations.

Resources

The Art and Design Technology co-ordinators will:

- Art and design books and resources are readily available to staff and located within the art room.
- Update, maintain and audit resources and tools, providing a list of these and their location.
- Purchase new materials and be responsible for the art/design technology budget and separate display budget.
- Be responsible for acquiring resources/artefacts.

Presentation/Display

Once the principle has been established, everything will be done to achieve the highest level of presentation without it detracting from the work.

Classroom Display and Presentation: Roger Cole

Display should:

- Be relevant to the children
- Reflect what is happening in the Creative Curriculum
- Be child centred, the presentation should be teacher influenced
- Impart information, show the skills the child has learnt
- Exhibit a variety of skills
- Acknowledge effort and celebrate achievement
- Arouse curiosity and stimulate activity
- Set standards of quality and raise expectations
- A variety of children's work will be displayed throughout the school with appropriate mounting and clear labelling.
- Include a permanent numeracy and literacy board.
- Include both individual and collaborative pieces of work, using both 2D and 3D methods.
- Be changed on a regular basis.
- Create opportunities for child interaction where possible, including key questions and/or skills.

Cross Curricular

- Art and design should be used to enhance other areas of the curriculum including ICT and music where applicable.
- Opportunities should be given to develop an understanding of different cultures through observation, artefacts, visits, etc.

SEN Provision

Planning will be differentiated to accommodate individual children's needs where relevant. Teaching and learning will take into account the current policy for children with special educational needs.

Able, Gifted and Talented

Children who show particular talents in art and design activities are identified and put on the Able, Gifted & Talented register. They are then given opportunities to further develop their skills within lessons, and through the opportunity to participate in outside events or activities (See A, G & T policy).

Inclusion

All children regardless of gender, ethnic group, culture, ability and EAL are entitled to full access to the Art and Design curriculum (see Equal opportunities policy)

Health and safety

Lessons are taught taking into account the health and safety of all. Safe practice is essential and must be promoted, discussed and modelled at all times. Where necessary, risk assessments are carried out to ensure safety issues have been identified and managed effectively.