



HOLY FAMILY PRIMARY AND NURSERY SCHOOL

ART AND DESIGN POLICY

DEFINITION OF ART AND DESIGN

Art is a creative process encompassing observation, expression, communication and appraisal.

Design is an area of inventive, artistic activity with the purpose of producing an object or work of art and depends upon acquired knowledge, practical skills and decision making.

AIMS

To provide all children with an opportunity to experience this aesthetic and creative area of learning.

To create a sense of wonder and enjoyment.

To develop each child's full potential in art and design.

To develop communication skills.

To develop observation and recording skills.

To develop practical and manipulative skills.

To foster an awareness of colour, shape, design, texture and pattern.

To help children become familiar with the work of artists, designers and craft-workers from their own and other cultures (Key Stage 2).

LEARNING AND TEACHING STYLES

In order to secure learning across all identified intelligences and in a manner that will meet the learning styles of our pupils, we will encourage the use of drinking water as appropriate as well as 'warm up' or 'waken up' brain gym activities. A range of VAK activities will be included in lessons.

These will be reviewed regularly to ascertain whether or not there is a balance of VAK learning taking place. Clear learning outcomes will be communicated to the pupils as appropriate. We will engage with the children, encourage all to become involved, value their contributions and offer constructive, supportive feedback as required.

A wide range of teaching strategies will be employed which will include:

- Practical activities, group, paired and individual.
- Whole class activities.
- Problem-solving activities.
- Group discussion.
- Pupil led activities.
- Activity based sharing.
- Topic-based activities.



- Team-teaching.
- Educational visits/visitors.
- Circle time.
- Differentiated questioning techniques.

These will be backed up by appropriate reinforcement. Realistic, high expectations in a variety of situations will be maintained. Activities will be well-paced and challenging. Our teaching strategies will also facilitate the early identification and support for children with learning difficulties.

While all of the above strategies will be addressed to secure the development of pupils, the core foci in our efforts within art and design will be to:

1. Develop A Positive Attitude

- a. Provide opportunities for all pupils to succeed.
- b. Set up a variety of interesting activities.
- c. Develop situations where pupils can work both collaboratively and independently.
- d. Visit places of artistic interest.
- e. Attend art/design workshops, as appropriate and available.
- f. Take part in art competitions.
- g. Take part in art club (P4)

2. Develop Artistic Knowledge, Skill and Understanding

- a. Pupils will have the opportunity to take part in a range of activities - painting, drawing, colouring, folding, cutting, sticking, printing, modelling and collage/frieze work.
- b. Allow pupils who work at increasing depths as they progress through the key stages.
- c. Pupils will be supported appropriately according to their individual needs.

3. Develop Artistic Language

- a. Give pupils the chance to become familiar with language and terms associated with art and design.
- b. Encourage discussion about their work and each other's work.

4. Develop Pupils' Ability To Think Creatively

- a. Pupils will be given the opportunity to respond artistically across the range of curricular areas and across the curricular themes in a creative manner.

DYSLEXIC FRIENDLY APPROACHES

As a school and a staff, we recognise the specific challenges that dyslexic pupils encounter when trying to access the curriculum. In order to ensure that such pupils have the best learning opportunities as possible, we will at all times endeavour to implement strategies that will facilitate this access. The strategies that we will implement will include some of the following:

- WALT is displayed and discussed at the beginning of lessons



- The classroom environment is airy, well lit, well organised and movement is minimised as much as possible
- There will be consistent links to previous lessons
- Sufficient work space will be created for all pupils
- Multi-sensory approaches will be utilised during lessons
- Collaborative working will be encouraged (study buddies)
- Dyslexic pupils will be given clear and singular instruction
- Dyslexic pupils will not be required to multi -task
- All lessons will be logical in nature and regularly linked to previous learning points
- Visual aids, colour and preferential seating arrangements will be utilised
- Additional time will be available to dyslexic pupils for task completion
- Feedback will be positive and constructive
- Plenary sessions will be held at the conclusion of lessons

CROSS CURRICULAR THEMES

The pupils will be given opportunities to explore art and design from their own culture and from that of other cultures. They will develop a sense of achievement and well-being from creating and expressing themselves artistically. They will respect and appreciate the artistic expression of others. I.C.T. will be used where appropriate and staff will be made aware of appropriate I.C.T. packages to aid the delivery of the art and design curriculum.

CONTINUITY AND PROGRESSION

Continuity and progression will be ensured if all teachers adhere to the school scheme and cover the topics and skills assigned to their year group in a manner which is appropriate to the ability levels existent in the class. This will also be ensured via close collaboration of principal, co-ordinator and staff as well as effective monitoring and evaluation.

DIFFERENTIATION

Pupils progress at different rates and have different strengths. Such differences will be taken into account when delivering the curriculum. All pupils will have access to the same broad and relevant curriculum with a different emphasis and pace being provided for the range of ability groups.

RECORD KEEPING AND ASSESSMENT

- (a) Ongoing classroom observation of pupils' work.
- (b) Annual report.
- (c) Pupil profile.
- (d) Pupils curriculum books including art and design.
- (e) Co-ordinator's assessment - half termly planners and monitoring work.
- (f) Topic books specifically art related eg autumn, seasons etc.

TIME ALLOCATION



Art and design is allocated about one and a half hours per week. It can be taught during free/structured play, learning centres or in a whole class art and design lesson. This time allocation is specifically related to art and design it is likely that pupils will also encounter creative activities across all areas of the curriculum.

CO-ORDINATION, INCLUDING STAFF DEVELOPMENT

The art and design co-ordinator will be responsible for co-ordinating the subject throughout the school. He/she will liaise with the principal during termly/yearly and three yearly development plans. The co-ordinator will work with staff to ensure the subject is delivered successfully. In- service meetings and training will be held. He/she will monitor the implementation of schemes, policies and statutory requirements by viewing children's work and listening to feedback from teachers. The principal will ensure that the co-ordinator receives allocated time, support and training which will be necessary to carry out the role of the co-ordinator, in line with the identified needs of the school and the financial priorities of the school budget.

HOMEWORK

Teachers may set an art and design homework and all homework given will be in line with the school's homework policy.

RESOURCES

Teachers will be responsible for purchasing art and design materials taken from their annual budget, which they will need to cover the programme in their particular class. These may include, for example, paint, brushes, art paper, scrap materials, textile materials, wool and needles etc. The co-ordinator will also keep a supply of art and design materials and books in a central store. Various scrap materials can also be obtained from the Playhouse Resource Centre (of which we are a member).

MARKING

This will be positive in nature, commending effort and performance and advising how to improve. Marking will be carried out in line with the school marking policy.

PLANNING, MONITORING AND EVALUATION

The principal, school management and co-ordinator will be responsible for the overall system of monitoring and evaluating of art and design throughout the school. Evidence used to inform such evaluations will include:

- (a) Evaluation of pupils' work.
- (b) Review of teacher's planning.
- (c) Inset meetings and auditing of staff.



PARENTS

The role of parents is valued at Holy Family Primary and Nursery School and parents expertise, help and support will be utilised as appropriate.

REVIEW

This policy will be reviewed regularly and the date for the next review is October 2012. The co-ordinator in consultation with staff, is responsible for the review.