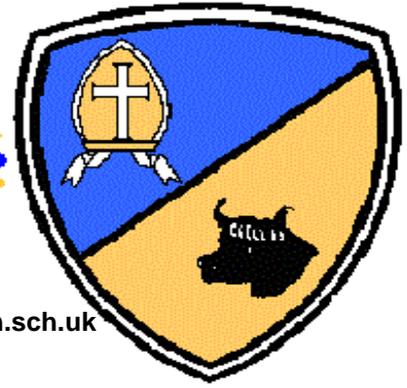


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Art and Design Policy

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1. Aims and Objectives

1.1. Art is a means of conceiving the world visually, it is visual perception transformed into material form through emotional force. 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 enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. 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 on different periods and cultures. We believe the appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The objectives of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

2 Teaching and Learning Style

2.1 At St Luke's we use a variety of teaching and learning styles in art and design lessons. Our main aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or 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 to say what they think and feel about them. We give children the opportunity to work by themselves and in collaboration with others on projects

in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and 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 tasks that are open-ended and have a variety of responses;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups where possible.
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3 Art and Design Curriculum Planning

3.1 Art and design is a foundation subject in the National Curriculum. At St Luke's School we teach the subject through a theme based approach and use these as the basis for our curriculum planning in art and design.

3.2 Class teachers complete a medium term plan which outlines learning objectives, outcomes and activities for art and design lessons. The class teacher keeps these plans, with copies being sent to the subject co-ordinator and Headteacher.

3.3 We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan for progression, so that there is an increasing challenge for the children as they move up through the school. All staff here at St. Luke's seek to generate motivation within the pupils and constructively harness this. Tasks are designed with sufficient scope to encompass the needs of both boys and girls of all abilities. Great care and attention is given to the mounting and display of children's work.

3.4 Where funding allows we encourage children to work alongside artists within school on a variety of 2D and 3D projects. For example in recent years a local artist in residence has worked with pupils to produce artwork displays within the school building and grounds.

4 The Early Years Foundation Stage

4.1 At St. Luke's we encourage creative work in the Reception class as this is an enjoyable way to learn and is part of the Early Years Foundation Stage curriculum. We relate the children's development and learning to the Early Learning Goals mainly in the creative strand of the curriculum guidance, which underpins the planning for children from birth to five. In addition to art this creative strand includes music, dance, role play and imaginative play. This wide range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The activities that they take part in are imaginative and enjoyable.

5 The Role of the Co-ordinator

5.1 The on-going role of the co-ordinator is to help and advise staff with stimulating ways to implement art in the National Curriculum and through Key Skills. The co-ordinator is responsible for the monitoring of medium term plans, producing twice yearly reports to be given to the Headteacher.

6 Contribution of Art and Design to teaching in other curriculum areas

6.1 Art and Design helps to develop qualities of discipline and insight to provide an avenue through which to express feelings and emotions sometimes denied to the children in other subjects. Art can be seen as a great asset towards the development of language skills and can support and enhance most other areas of the National Curriculum but it is vital that art should be seen and recognised as a subject in itself.

6.2 English

Art and design contributes to the teaching of English in our school by encouraging children 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.

6.3 Mathematics

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

6.4 Personal, Social and Health Education (PSHE) and Citizenship

Art and design contributes to the teaching of some elements 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.

6.5 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 in lessons. Groupings allow children to work together, and gives 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. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople. Art is also used as a medium for expressing spiritual responses during RE lessons.

7 Art and design and Computing

Computing enhances our teaching of art and design, wherever appropriate, in all key stages. We have a variety of software in school that children can use to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using Ipads digital and video cameras and scanners. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

8 Art and Design and Inclusion

8.1 We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of the school curriculum which provides a broad and balanced education for all our children. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

8.2 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

9.1 We assess the children's work in art and design while observing them working during lessons. Teachers can check the progress made by children against the learning objectives for their lessons. A portfolio of evidence of children's work is being created which can be used for moderation by the co-ordinator.

9.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance and what their targets should be for the future.

10 Resources

10.1 We aim to offer a wide variety of tools, equipment and processes here at St. Luke's. We strive to give every pupil as many experiences as possible using an extensive variety of different media. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the stockrooms throughout the school.

11 Equal Opportunities/ Inclusion

11.1 At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage, Key Stage 1 and 2, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with Special Needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

