



DOLPHINHOLME CE PRIMARY SCHOOL

ART and DESIGN POLICY

September 2021

Mission Statement:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.

Definition

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

‘Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes and with the whole of your personality.’

Quentin Blake, Children’s author and Illustrator.

Intent

At Dolphinholme School, our intent is to use art and design to link the curriculum together while meeting the aims of the art and design curriculum in an inspiring way.. Our art planning allows us to explore topics, across the curriculum, to a deeper level, giving our children the opportunity to engage and express themselves through different mediums. 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 and ask questions about 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, designers and craftspeople. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches and enhances their personal, social and emotional development and can help them understand, and respond to, the whole around them. This is particularly important in our school where searching deeper into questions about God and religious beliefs is an integral part.

Implementation:

The staff will use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, understanding and skills in art and design and that, through following the set progression of skills and knowledge document, outcomes have been met. We will ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We will do this best through a mixture of whole-class teaching and individual/group activities. Teachers will draw attention to good examples of individual performance as models for the other children. They will encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We will give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children will also have the opportunity to use a wide range of materials and resources, including computing. We will recognise the fact that we have children of differing ability in all our classes, and so we will provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child to ensure continued interest.

We will also seek to enrich the art and design curriculum by responding to extra opportunities in our locality, using skills of the people in our local community and the surrounding environment.

We will achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all children complete all tasks
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups

Teaching and learning Style:

At Dolphinholme School, we will aim to make the art and design curriculum as engaging and exciting as possible whilst building on the skills the children learn on their journey through the school. By the time the children reach the final year at Primary school, they will make a moving model based on a cam and axle system to an outstanding standard. The children further down the school wait in anticipation of making this model because it is so embedded in the school progression.

As well as studying artists and designers through the ages and from different cultures, Dolphinholme children are encouraged to value and appreciate the local environment which the school is part of.



We will use a range of artists and engineers from the local community and embedded contacts with an aim to introduce the children to skills beyond the skills of the teacher, providing a richer learning experience for all the children as well as creating an opportunity for gifted and talented children to flourish. This is also inspirational and can be used as a motivator for children who might be disengaged with academic learning. We will use a range of mediums and cross curricular links to extend the art and design experience. Children's work will be celebrated and shared in the Friday Celebration Worship as well as displayed around school. The art and design ambassadors will have an allotted time, towards the end of the school year, to make a presentation to the school about their subject over the year and across the school.

Curriculum Planning

Art and Design is a foundation subject in the National Curriculum. At Dolphinholme School we will carry out the curriculum planning in art and design in phases; long term, medium term and weekly plans. Our long term plans will map out whole school themes covered in the key stages, taking into account rolling programmes for mixed classes. These will be available on the school website.

Our medium term plans will give details on each unit of work for each half term and therefore will ensure an appropriate balance and distribution of work, covering all the statutory objectives, including progression of skills and topic specific vocabulary. Parental expertise and available support will be included in this stage of the planning.

Our short term plans will define in more detail the tasks to be covered. While we will give children of all abilities the opportunity to develop their skills, knowledge and understanding, we will use the planned progression document produced by the SL and shared with all staff, to ensure basic coverage of skills; we will provide an opportunity for increased challenge as children move up through the school and improve art and design skills. They will be encouraged to remember the skills they have learned already and which pieces of art and design they produced.

Early Years Foundation Stage

In the EYFS the most relevant statements for art are taken from two different areas of learning: Physical Development and Expressive arts. By the end of reception children will be expected to reach these early learning goals: hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; use a range of small tools, including scissors, paintbrushes and cutlery; begin to show accuracy and care when drawing; safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Contribution of art and design to teaching in other curriculum areas:

English

Art and design will contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They will 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.



The children will learn to label a design in detail in order to record their ideas and to help transfer ideas into possible materials and processes. This will then give them the opportunity to use a considered and comprehensive list of resources which need to be collected together prior to the making process. After a DT project, the children will be encouraged to analyse the process and think about what they considered successful and what they would change. They will understand that the model has to evolve and how to express this in a written form in order to create a personal reference which they will be able to refer to before beginning the next project.

Mathematics

Art and design will contribute to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. The designs in UKS2 will need to be precisely measured in order for the models to work. The children will learn about angles in a practical process and understand the importance of them for making and altering models or art work in order to improve model working precision or picture perspective. During some of the model making, the children will meet the concept of using weights to counterbalance moving parts to improve how a model works.

Science

Science will provide a myriad of opportunities for art and design, in particular where topics are studying the seasonal world around us, animals including humans, habitats and climate change. Light and colour will also be used as a tool for learning about colours and the children will learn the difference between colour in light and colour pigment. Whilst studying Earth in space, the children will be given the opportunity to research planets in our solar system and be creative with colours, linking fact and fiction. Children will make models which will include scientific concepts such as levers, pulleys, counterbalance, friction and gravity.

Humanities

Art and design will include many links to the Humanities topics studied over the year. Children will base a large proportion of their learning about the geographical and historical and cultural world through art and design such as making clay models of Hindu Gods and creating an accurate version of a Hindu shrine; volcanoes; Victorian pictures or face masks of the eight wives of Henry the Eighth.

Music

Music will be used to link rhythm and pattern to a visual stimulus, where appropriate, in order to give the children a platform to create their own pieces of music and understand that composition is often based on a picture.

The children will be encouraged to listen to a piece of music and see the intended picture in their own mind, such as the Vivaldi Four Seasons.

Computing

We will use computing to support art and design teaching when appropriate. Children will use software to explore shape, colour and pattern in their work. Older children will collect visual information to help them



develop their ideas by using digital and video cameras to record their observations. Children Will use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design will contribute to the teaching of some elements of personal, social and health education and citizenship. The children will discuss how they feel about their own work and the methods and approaches used by others. They will have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work. During some design and engineering projects, the children will learn how to work together as a group and will use the skills they have been taught such as cooperation and assertiveness in an appropriate manner.

Spiritual, moral, social and cultural development

The teaching of art and design will offer opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings will allow children to work together and will give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general will help them to develop a respect for the abilities of other children and will encourage them to collaborate and cooperate across a range of activities and experiences. The children will learn to respect and work with each other and with adults; this will develop a better understanding of themselves.

They will also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople. For example, traditional Chinese painting using only black paint and water to create different tones and different brush strokes.

Children at Dolphinholme school will be given the opportunity to explore some Bible stories through the famous and more contemporary paintings. For example 'The Last Supper.

Art will also be used as a tool for allowing the children to express some of the more abstract ideas and spiritual feelings which are too difficult to put into a written format. For example 'freedom' when exploring Moses and the escape from Egypt and the similarities with some of the experiences which the refugees coming into this country might feel.

Assessment

Teachers will use the skills progression document produced by SL to inform planning and ensure coverage has been successfully completed.

All class teachers will plan the first lesson in a new art medium as an assessment of prior learning in order to remind children of knowledge they already have from previous experiences. Teachers will then continue to make observations to inform future planning and make appropriate assessment recordings. Plans and evaluations will give teachers an opportunity to assess children's understanding of the process, correct use of equipment and key vocabulary. Other written pieces of work such as biographies or fact files on artists through history will give further opportunity to assess the children's understanding.

Children's ability to express their ideas onto paper through art will also be assessed alongside discussion. A sample of photos and children's work will be saved for monitoring purposes. Evidence of art and design work will be on display in classrooms and around the school. Regular informal discussions with children will take place between class teachers and the art and design coordinator.



Inclusion:

Art and design will form part of our school curriculum policy which will provide a broad and balanced education for all our children; the art and design curriculum will provide an enriching and creative learning experience for every pupil. We will respond to diversity of need through continual commitment to equality; overcoming barriers to learning and setting suitable personal targets.

Success will be expected for every pupil; they will reach their full potential, recognising personal strengths and showcasing their own achievements and those of others.

At Dolphinholme School, we will aim to give each child the opportunity to learn about the global community, celebrating diversity of race, religion, culture, gender and language.

Art and design will be a pleasurable activity where children of all abilities can achieve personal success and enjoy an opportunity to develop their own vision. Within the guidelines and objectives of the scheme of work, children will be able to progress through the different art skills, whilst enjoying the freedom of creativity that this unique subject offers.

Through this policy we aim to:

- Ensure that we recognise and support the needs of our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend the children through the work that we set them
- Encourage children to think and work independently and in group situations

Monitoring and evaluation.

Monitoring standards of the children's work and quality of the teaching in art and design, will be the responsibility of the subject lead. At Dolphinholme School, this will be done through a planned system of monitoring through book scrutiny as a whole staff in a subject specific staff meeting.

Staff will all be given a set of key learning objectives which need to be completed by the end of the two year rolling programme. Evidence of the coverage of these objectives will be apparent in the art books, photos and models produced by the children.

The role of the subject lead will also involve supporting colleagues in their teaching, being available to support teachers during the planning process with ideas and possible curriculum links, being informed about current developments in art and design technology and providing the strategic direction for this subject in the school.

Subject ambassadors in each year group will make a Powerpoint presentation together to present to the school on the progress, diversity and celebration of creativity in our school over a year. They will be given the opportunity for 'pupil voice' on areas they believe could be improved on or new ideas.



Resources.

Each classroom will have its own basic resources; a stock of which will be maintained by individual teachers. It will be the teacher's own responsibility to plan and order resources for their own class art and design projects including Christmas, Easter, Mother's Day etc.

A communal cupboard will be kept stocked with some general resources such as paper, card, sellotape, glue etc and will be available for all teachers to access and choose from.

At Dolphinholme School, we will always encourage a team approach and all staff will feel comfortable in asking and sharing their spare stock if the need arises.

Health and Safety.

Children should work in a safe environment, both in and out of the classroom.

Children will be instructed in the correct use of equipment and tools, with particular attention to the use of hot glue guns and sharp tools.

Children will be supervised at all times during these activities and work in very small groups of no more than two children to an adult.

Where pupils are to participate in activities outside the classroom, we will carry out a full risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

CLEAPS logins will be provided to all staff; risk assessments are available.

Impact

Children at Dolphinholme will develop a range of skills in order to enable them to access art, craft and design activities using different media. They have the confidence to express their own ideas and thoughts in a creative manner, discussing their work and adapting to improve the finished result.

Children at Dolphinholme School improve their inquisitiveness about the world around them and their impact through art and design on the world.

The children will develop an awareness and appreciation of cultural capital through study of artists and designers through the ages as well as contemporary styles and ideas. They will understand how art contributes to the identity of people and how this evolves and expresses who they are.





INSPIRING SUCCESS, CELEBRATING ACHIEVEMENT

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.
John 15:5