

Part of the Inspire Trust

Art, Craft and Design Policy

Rationale

Art, craft and design stimulates creativity and imagination and provides visual, tactile and sensory experiences. It enables children to communicate what they see, feel and think, through the use of colour, pattern, texture, line, shape, form and space and different materials and techniques. Thus equipping them with the knowledge and skills to experiment, invent and produce their own creative work. Art, craft and design allows children to explore ideas and meanings through studying the work of great artists, craft makers, architects and designers and helps them to think critically and make informed judgements and aesthetic and practical decisions. Through learning about the different functions of art, children are encouraged to consider how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of the nation.

Aims

- Foster an enjoyment and appreciation of the visual arts;
- Know and appreciate the work of great artists, craft makers, architects and designers and understand the historical and cultural development of their art forms;
- Evaluate and analyse creative works using the language of art, craft and design;
- Produce creative work, exploring their ideas and recording their experiences through a variety of forms and media;
- Improve their mastery of art, craft and design techniques, including drawing, painting, collage, sculpture, print, textiles and digital media with a range of materials;
- 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.

Art, Craft and Design Planning

At Sitwell Junior School, we believe that the best practice includes a blend of discrete subject teaching and equally effective cross curricular links and that both approaches are needed for effective learning in art, craft and design. We use the Cornerstones Curriculum to structure and plan a broad and balanced knowledge and skills based curriculum and we strive to make good quality, productive cross curricular links

where children can use and apply aspects of learning from art, craft and design in another subject.

Teachers create medium-term plans and short-term art, craft and design plans. Medium-term plans outline in some detail the programme/sequence of work to be covered over a half term or term. They generally include learning objectives to be addressed and indicate the learning activities the children will engage in for the Cornerstones Curriculum project. Short-term plans involve individual teachers setting out what is to be taught lesson-by-lesson (session plan). Session plans concentrate on what specifically the children will learn, and how this will be facilitated. Session plans usually identify the following:

- Focused learning objectives and learning steps for the session;
- Details about how work will be differentiated;
- Activities and organisation;
- Teaching points;
- Resources;
- Assessment opportunities.

Teachers use the Bloom's Taxonomy Framework when creating session plans and in particular, valid learning tasks to encourage the use of high-level skills amongst children.

Resources

We have a wide range of resources to support the teaching of art, craft and design across the school. An extensive collection of resources are located in designated art, craft and design cupboards. Essential resources, e.g. paintbrushes, water pots, selection of paints, etc. are stored in classrooms.

Sketchbooks

We believe that sketch books can be a vital tool to encourage creative and critical thought and action across the whole school, and beyond the art curriculum.

Children use sketch books to:

- Record their observations and responses to various stimuli;
- Practise art, craft and design techniques (for example, shading, perspective, drawing from different viewpoints);
- Revisit and review ideas;
- Gather and collect information, resources and materials (for example, samples of textures, fabrics, and other materials);
- Explore different media (for example, colour strips from colour mixing, tone bars from tone work);
- Review and modify artwork;
- Experiment and reflect.

Sketch books provide a record of the children's learning and progress in art and at the end of the school year, they are passed to the new class teacher.

Assessment

Formative assessment occurs naturally and implicitly in a variety of ways:

- Peer-assessment - peer assessment involves pupils assessing each other's artwork and giving constructive feedback. Pupils identify strengths in their partner's artwork that they consider worthy of praise and areas for development.
- Self-assessment - self-assessment involves pupils making judgements about their own learning and achievement and deciding how to progress. Children reflect on the quality of their own artwork and identify future targets.
- Observing, questioning, discussing and reviewing artwork - the teacher uses this evidence to identify progress, set learning goals and success criteria and provide quality feedback to pupils on how to improve.
- Scaffolding reflection - pupils are given time to reflect on their learning, allowing them to think about what and how they are learning and to adapt their approaches, if necessary, to achieve their goals.

Teachers use the information from formative assessment to inform the next steps in their planning.

Summative assessment in art occurs at the end of the school year. It provides information about the pupil's progress and will take account of formative assessments throughout the year.

Role of the Subject Leader

The Art, Craft and Design Leader will facilitate the use of Art in the following ways:

- By updating the Policy;
- By co-ordinating and/or providing INSET;
- To keep staff abreast of new developments;
- By providing support to enable staff to develop their pupils' capability;
- Monitoring the Art curriculum by observing and supporting pupils throughout the school.