

**THE RALEIGH SCHOOL**  
**Art and Design POLICY**

**Reviewed June 2019**

**Next review June 2022**

**Introduction**

At The Raleigh School we hold a strong belief that art and design is a powerful cross-curricular tool, while also valuing 'art for art's sake.' Through Art and Design, children are encouraged to communicate their observations, feelings and imaginary ideas in multi-sensorial forms. Art and Design is vital in its visual and tactile elements and the understanding, appreciation and enjoyment of visual arts have the power to enrich our pupils' lives.

**Specific Aims**

**We aim to:**

- To stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings through a wide range of art media
- To explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures
- To help children learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments
- Identify and pursue cross curricular links and make those links explicit in our planning

**SCHEME OF WORK**

- Art and Design is a foundation subject in the National Curriculum. Our school uses the National Curriculum programmes of study as the basis for its planning alongside the Chris Quigley Essentials milestones for each key stage. The units are adapted and planned into a topic based curriculum to support cross curricular links and creativity.

**WEEKLY DELIVERY**

- Reception – implemented through a creative curriculum.
- Key Stage 1 – Art and Design is taught through topics each term and provided on a weekly basis.
- Key Stage 2 – Art and Design is taught through topics each term and provided on a weekly basis.

**PLANNING**

- In YR, Art and Design is planned on a weekly basis.
- In Years 1 – 6, Art and Design is planned each term using the medium term plans (MTP) and long term plans (LTP) format. The MTPs detail the programme of work to be taught. They are updated and evaluated each term, to provide a continuously developing Scheme of Work.

## ASSESSMENT PROCEDURES

- Informal assessment is carried out continuously through observation and class discussion.
- Art and Design lessons are recorded weekly via the Red Folder, in which the teacher highlights children achieving above, or below, the expected standard.
- Each child in KS1 and KS2 has a sketchbook which, each year, will include examples of drawings and written discussions about a piece of work that the child has made and examples of a painting/other artwork (collage, 3D model). This can be used for assessment by the class teacher.
- Information about the child's achievement is reported to parents in the annual report in the form of ticks to show the level of effort and attainment.
- Evidence of progression in Art and Design is demonstrated through a whole school display in picture frames in stairways. This work has a technique based art focus.
- Evidence of the Art and Design process is seen through displays around the school.

## Computing

- Computing is implemented in Art and Design where appropriate through use of computers in the Computer suite and classrooms and also via ipads.
- In developing art skills, our pupils are taught how to use a range of computer software to explore processes such as designing, editing, researching, presenting and to use other devices such as scanners, digital still and video cameras, in a variety of art contexts.

## PUPILS RECORD THEIR WORK IN

- Topic Books
- Pupil Portfolios
- Sketch Books
- As a separate project for display

## HOMEWORK

- KS2 pupils are given opportunities to reinforce their learning of Art and Design through topic based homework activities.

## CLASSROOM RESOURCES

- All classrooms have their own sink. Some have both hot and cold water but not all.
- Each class teacher organises specific art areas which are flexible in use but meet the needs of that classroom.
- Class specific art resources are stored in classrooms.

## CENTRAL RESOURCES

- All shared art resources are stored in the Art cupboard to be accessed by Teachers and Teaching Assistants only.
- Large sheets of paper and card are stored in 3 separate areas around the school – Walter's Wing, Roebuck Wing, outside staffroom.
- An art order is placed termly and year groups are invited to inform the subject leader of any specific requirements.
- Teachers are encouraged to use the Internet to search the galleries of the world for specific examples of other Artist's work.

Websites: [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

#### ROLES AND RESPONSIBILITIES OF SUBJECT LEADER

- To lead policy development.
- To write and implement the subject action plan.
- To support colleagues and deliver CPD.
- To monitor progress and improve standards in the teaching and learning of Art and Design.
- To develop progressive Art and Design plans that ensure both experience of, and capability, in Art and Design.
- To be familiar with current ideas in Art and Design and provide this information to colleagues.
- To audit, maintain and replace the resources.
- To manage and monitor expenditure within the annual budget for Art and Design.

#### HEALTH AND SAFETY

- The school's policy takes account of health and safety requirements.
- Health and Safety awareness forms an integral part of the pupils' learning.
- Particular care must be taken with sharp cutting tools, and processes where hot materials and tools are used.
- Resources must be non-toxic (in line with SCC guidelines).
- Particular care should be taken when using plaster and pastes which may contain irritants to bare skin.
- Pupils must be taught to recognise hazards and take appropriate action.

#### ROLES AND RESPONSIBILITIES OF LINK GOVERNOR

- To meet the Art and Design Leader at least annually to discuss the implementation, monitoring and evaluation of the action plan.
- To observe at least two lessons of Art and Design a year or related activities

#### EXTRA CURRICULAR ACTIVITIES / TRIPS

- Children take part in trips during their time at school to include visits to art galleries.
- Workshops are held for different year groups in school.

#### PARENTAL AND COMMUNITY LINKS

- There are many opportunities where parents and the community can participate and support the Art and Design talents of the children.
- In school examples include: assisting with individual projects in class.
- Out of school examples include: accompanying children on visits outside of school.