

Wyvern Federation



Art and Design Policy

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February 2016	Updated policy to include Aurora House curriculum

THE AIMS OF ART AND DESIGN EDUCATION

1. **To build knowledge:** To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms in a variety of cultures and contexts.
2. **To develop technical skills:** To improve their control of materials, tools and techniques in a range of 2D and 3D media. This is underpinned by the Convention for the Rights of the Child (CRC) article 31: *Children have the right to join in a wide range of artistic activities.*
3. **Evaluation:** To develop children's ability to express and communicate ideas, opinions and feelings about their own work and that of others, using the technical vocabulary of art, craft and design.
4. **Generating Ideas:** To develop imagination and original thought and therefore produce creative work. *Children's education should develop each child's personality, talents and abilities to the fullest* - Convention on the Rights of the Child (CRC) article 29.
5. **Visual thinking and digital globalisation:** Art encourages us to think about and understand the world visually. The prevalence of digital mass communication means that children must learn to read and question images. Visual thinking equips our children to communicate widely and be global citizens.
6. **Observational skills:** Art helps children observe their subject matter more closely, and makes them better observers of detail in the world around them. Developing observational skills through art facilitates the child's visual sensitivity to the world.
7. **Autonomy:** A child's picture is their own and as such has an intrinsic and inalienable worth. The child has the authority to say what the picture is of, or what it communicates. This builds their confidence and self-esteem. (Respect for the views of the child, CRC article 12.)
8. **Problem solving and metacognition:** Art enables children to explore and test out ideas, while making decisions on how they portray them. Children learn that concentration and persistence allow them to get closer to the result they are trying to achieve.
9. **Equality of opportunity:** We display and introduce art, artists and materials from different cultures, religious, genders, races, and people of different abilities. Children have the right to learn about artists from their own culture, language and religion. This supports CRC article 30 (Children of minorities/indigenous groups).

OPPORTUNITIES AND EXPERIENCES

1. Staff, as duty bearers, should teach children working with art materials to use them safely.
2. Pupils should be provided with the opportunities for experimenting and learning about the concepts of colour, line, shape, form pattern and texture.
3. Children should be provided with opportunities of developing skills: compositional, manipulative, fine motor, constructional and observational.
4. Children should be encouraged and given the opportunities to talk about, review and modify their work, individually, in groups and whole class.
5. Children will be encouraged to develop the habit of using their sketchbooks for recording, exploring and storing visual and other information. Sketchbooks are kept as an ongoing record of children's learning and achievement and to be used to further develop their ideas, skills and understanding.
6. Sketchbook assemblies followed by practical sessions are held in phase assembly times once a term to enable the children to develop drawing skills. Staff, as duty bearers should ensure that children look to draw what they see rather than what they expect to see.
7. Children should be given the opportunity to work independently, and co-operatively on large and small scale projects.
8. Children should be given should be given for extended art projects over 2-3 weeks.
9. Regular opportunities for parents to view children's art are given, thus providing an audience.
10. Children should be taken to art galleries and museums of work with artists in school is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.
11. The working environment for art lessons should be safe, friendly, peaceful and fair.

Aurora House Curriculum

Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such as the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil/ Vauxhall subject leaders for support.

Record keeping, assessment and monitoring

The subject leader will collect samples and photos of art to show coverage and progression throughout the school.

Class teachers should keep samples and photographic evidence.

The quality and coverage of art work is monitored formally once every academic year. An evaluation of the quality of the work is undertaken by the subject leader and this is fed into the development planning for the subject for the following year.

Teachers complete art assessments through observation and evaluation of pupils' work. Judgments regarding achievement are recorded on the Foundation Subject Assessment Grids completed at the end of each long term.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.