



Play, Learn & Grow Together

Llangyfelach Primary School
Pengors Road, Llangyfelach, Swansea SA5 7JE

Headteacher: Mr Lee Burnell
Deputy Headteacher: Mrs Claire Bate

☎: 01792 771497

☎: 01792 700907

e-mail: Llangyfelach.primary@swansea-edunet.gov.uk

e-mail: lee.burnell@swansea-edunet.gov.uk

Art & Design Policy

This policy outlines the teaching, organisation and management of art and design taught and learnt at Llangyfelach Primary School.

The school's policy for art and design is led by the Foundation phase framework for children at KS1 and the National Curriculum for Key Stage 2. The school strives to incorporate the maximum amount of cross curricular links into planning which we achieve through the use of Cornerstones projects.

The implementation of this policy is monitored by the Art and Design Leader.

Art and design stimulates creativity and imagination in our children. 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 explore ideas and meanings through the work of artists with a focus on Welsh artists and designers.

Here at Llangyfelach we are committed to providing a teaching environment conducive to learning and are very proud of the quality of displayed work around the school. Each child in our school is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture and disability.

Aims

The main aims of art and design are to: -

1. To enable children to record from first-hand experience and from imagination and to select their own ideas to use in their own work.
2. To develop creativity and imagination through a range of complex activities.
3. To improve the children's ability to control materials, tools and techniques by giving them the opportunities to explore and use a variety of all three.
4. To encourage a sense of enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
5. To develop increasing confidence in the use of visual and tactile elements and materials.
6. To celebrate our children's work by creating stimulating displays around the school.

Objectives

These aims can be met if we enable children to: -

1. Express their ideas and feelings from their memories and imaginations.
2. Record observations from first-hand experience
3. Design and make images and artefacts.
4. Begin to understand how images are made using line and tone.
5. Take time to respond and evaluate art, craft and design. (including their own work and that of others)
6. Be successful in what they do by providing activities at the appropriate level.
7. To use colour in a variety of ways and with a range of media
8. Experiment with tools and techniques for drawing, painting, print-making, collage, models, textile work and clay work.
9. Identify what they might change in their current work or develop in their future work.
10. Work on their own or in collaboration with others.
11. To develop skills for working in two or three dimensions, using art, craft and design media.

Teaching Guidelines

In the Foundation Phase and in Key Stage 2 the time allocated to the teaching of art and design is flexible throughout the term, however teachers are given a curriculum map which highlights what aspect of art & design is to be covered and in what term linked directly to the Cornerstone topic.

Art & design is very much taught with a thematic approach in Llangyfelach, using Cornerstones projects. Incorporating art into the study of a theme ensures that the topic has relevance and purpose for our children. Some topics however have a strong focus on art and design whilst others are more focussed on other areas of the curriculum. Therefore although the time allocation is varied with no art being taught some terms, the construction of the curriculum map ensures adequate coverage of the National Curriculum programme of study.

In developing learning and skills in Art and Design all members of staff are committed to encouraging pupils to express ideas and feelings from their memories and imaginations and to record observations from first-hand experiences.

They design and make images and three-dimensional (3D) work and recognise pattern and texture in natural and man-made forms.

In drawing they begin to understand how images are made using line and tone and begin to understand how shape, space and form are used in images and 3D and

they experiment with use of colour in a variety of ways and with a range of media.

They study works in a variety of genres and styles from the locality, from both the past and present and from a variety of cultures taking time to respond to and evaluate art, craft and design of their own and that of others. They identify what they might change in their current work or develop in their future work, on their own or collaborating with others.

They learn the skills of and experiment with using tools and techniques for drawing, painting, print- making, collage models and textile work and clay work.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, and every child has an equal entitlement to learning.

Lessons all have clear learning objectives, which are shared with and understood by the children. They are at all times aware of what skill they are going to develop through the activity and what outcomes the teacher is looking for in their work.

Teachers use a range of learning and teaching styles, incorporating individual, pair, class and group work into lessons.

In the Foundation Phase, Art and Design forms part of the Area of Learning for Creative Development. Children develop their creative and practical skills through topic-based activities that provide excitement and stimulus for young children while still developing their discriminatory, practical and creative skills. These skills are then built upon at Key Stage Two in the Art and Design curriculum.

All pupils are provided with their own sketchbooks that they use regularly; these are also used for rough sketches prior to undertaking any final work.

Curriculum Planning

Activities and skills taught within this subject should make a contribution to and benefit from interaction with all areas of the curriculum. It should, therefore, be planned for in other subjects as well as being planned as a discrete stand alone subject. At Llangyfelach Primary we plan with a thematic approach using Cornerstones topics. This enables us as a school to ensure that there is progression and coverage throughout the whole school. Our planning comprises of three sections.

Our long-term plans map out the Cornerstones topics covered by each year group during each term and when and where art and design fits in best and when it is to be covered.

The skills covered are in line with the National Curriculum for Art and Design and the Foundation Phase outcomes, which details what is to be taught over the Key Stages and provides the topic basis for planning Art and Design activities for each year group. This is undertaken by the Art and Design coordinator and varies from year to year due to having several Cornerstones yearly cycles in each year group. This is monitored regularly and evaluated annually.

Following this it is the class teachers responsibility to plan their art lessons in their fortnightly planning, ensuring specific class objectives are set, in accordance with the needs of the pupils and in line with the skills and outcomes.

Monitoring and Assessment

The Art and Design curriculum is monitored by the Art and Design coordinator, who examines pupils' work, monitors classroom practice and planning and ensures coverage and progression throughout the school.

Formative assessments are commonly use, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

Additional Educational Needs

All classes consist of pupils of varying abilities and with varying needs and our classroom practice ensures that most of these needs can be met within the classroom organisation.

However when a child has very specific additional needs, support is provided by teaching assistants within the classroom, during the lessons.

Cwricwlwm Cymreig

In Art and Design, Cwricwlwm Cymreig is supported by the study of the artists, sculptors and designers who are of Welsh birth. The lives and works of Josef Herman, Kyffin Williams, David Emmanuel, Jeff Banks and Julien Macdonald are all studied. Giving the children this opportunity enables them to gain an awareness of the culture and symbolism of Wales.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.