



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

All things are possible for one who believes' Mark 9 v 23

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Art & Design Policy



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Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care, Large enough to inspire, Valuing All God's children**' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

'All things are possible for one who believes' Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum; Continuous Provision.

Contents

1Philosophy, Aims and Objectives

1.1The Aims of Art & Design

2. Staffing, Teaching and learning Style, Inclusion and Resources

2.1Teaching and Learning Style

2.2Inclusion

2.3Resources

3. Art and Design Curriculum Panning

4. EYFS

5.Contribution of Art and Design to teaching in other curriculum areas



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5.1 English

5.2 Mathematics

5.3 Spiritual, Social, Moral and Cultural Diversity

5.4 Computing

6. Teaching Art and Design to Children with Special Educational Needs

7. Teaching Art and Design to Talented Children

8. Assessment

9. Role of the Curriculum Leader

10. Health and Safety

1. Philosophy, Aims and objectives

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 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 and designers. 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 all our lives.

At the Forest CE Federation we aim to develop creativity and imagination through a rich variety of inspirational activities within a stimulating environment. We provide the children with a variety of valuable first-hand experiences including inviting artists into our school to work with the children. We also use the local environment as inspiration for our work and endeavour to improve our school grounds with creative, outside projects. By providing these valuable first-hand experiences we aim to develop a lifelong enjoyment and appreciation of the visual arts.

The children's artwork is exhibited throughout each school with an aim to celebrate the quality of work and provide an inspirational and stimulating environment. We regularly plan whole Forest Federation art projects and art days where the children are encouraged to evaluate their own and others artistic endeavours and to view themselves as valued artists.

1. The aims of Art and Design at The Forest Federation

The aims of art and design are:



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- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To develop creativity and imagination through a rich variety of inspirational activities;
- To provide the opportunity to use a wide variety of artistic media to acquire skills and develop techniques;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To develop their understanding of the visual elements of art and design;
- To develop their ICT capabilities;
- To develop their capacity to evaluate their own and others artistic endeavours;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

These aims are met through the provision of carefully planned, differentiated activities to ensure optimum skills progression.

2. Teaching and learning Style, Inclusion and Resources

1. Teaching and Learning Style

The Forest CE Federation uses a variety of teaching and learning styles in art and design lessons linked to our topics. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this through a mixture of whole-class teaching, individual and group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We 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 also have the opportunity to use a wide range of quality materials and resources, including ICT.

2.2 Inclusion

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We 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.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges with different resources.



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- Using additional adults to support the work of individual children or small groups.
- Keeping a record of the gifted and talented children and raising expectations regarding their performance within the Art and Design lessons.
- Teachers consider the targets set for individual children in their Individual Education Plan (IEP).

2.3Resources

We have a wide range of resources to support the teaching of art and design across the four schools. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the school's stock cupboards. We are members of the 'Milton Keynes Play Resource Centre' which provides a variety of resources to inspire our art and design teaching. Teacher resources such as books and posters are shared across all four schools.

3. Art and Design Curriculum Planning

Art and design is a foundation subject in the National Curriculum. At the Forest CE Federation, we develop our own topics within our creative curriculum, based upon the Programmes of Study and Statements of Attainment. Strong emphasis is on first-hand experience and we often use the local environment as the starting point for aspects of our work. We ensure that our children have experience of the processes of drawing, painting, printing, modelling and three-dimensional form and the visual elements of line, tone, colour, texture, pattern, shape, three-dimensional form and space.

Our long-term plan maps out the learning objectives from the National Curriculum and the visual elements and processes to be covered in each term. A continuity and progression plan has been developed for each year group from Reception to Year six. This lists all the skills and techniques the children will develop by the end of the year group. All the visual elements and processes are equally planned for throughout the year groups.

Our themed planning, based upon the Programmes of Study and Statements of Attainment, gives details of appropriate activities and outcomes. They list the specific learning intentions for each lesson and define how the lesson will be taught. The art and design subject leader are responsible for keeping and reviewing these plans and checking that there is continuity and progression throughout the schools.

We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the topics, so that there is an increasing challenge for the children as they move up through the schools.

4. EYFS

We encourage creative work in the Reception year as this is part of the Early Years Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and



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imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults and the activities that they take part in are imaginative and enjoyable.

5. Contribution of Art & Design to teaching in other curriculum areas

Art and Design can have a significant effect on other curriculum areas and by using Art and Design as a stimulus and medium to deliver other subjects it further promotes creativity and understanding which we are committed to foster and deliver.

5.1 English

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

5.2 Mathematics

Art and design contribute to the teaching of Mathematics in our schools by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Spiritual, Moral, Social and Cultural Development

Art and design contribute to the teaching of some elements of personal, social and health education and citizenship. The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work

with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

5.4 Information and Communication Technology (ICT)

We use ICT to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers.



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6. Teaching Art and Design to Children with Special Educational Needs

At the Forest CE Federation, we teach Art and Design to all children, whatever their ability. Art and design forms part of the creative school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Intervention through School Action, School Action Plus and a Statement will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Art and Design. We enable pupils to have access to the full range of activities involved in learning Art and Design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Teaching Art and Design to Talented Children

At the Forest CE Federation the children who have demonstrated a particular talent in art and design are identified to the Art and Design leader and who keep a record. This is updated and adapted frequently. These children are celebrated at the school and their performance is used as models for other children.

8. Assessment

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning intentions for their lessons. At the end of the year we make a judgement against the National Curriculum levels of attainment. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher. The art and design subject leader keep pictorial evidence of the children's work in a file available for all staff to access and update. The subject leader will keep evidence to demonstrate what the expected level of achievement is at the end of each school year.

9. Role of the Curriculum Leader

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject at The Forest CE Federation. A curriculum review is made annually which reports on achievements and indicates areas for further improvement.



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10. Health and Safety

The health, safety and welfare of all the people who work or learn at our schools are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LEA, takes responsibility for protecting the health and safety of all children and members of staff. All electrical art equipment is professionally tested and serviced regularly.