

The Federation of Abbey Infant and Abbey Junior Schools **Art and Design Policy**

Abbey Junior School realises art and design are a source of inspiration, enjoyment and fulfilment. They provide context in which children learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity.

It contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. Children will be given the same opportunities regardless of race, gender or ability.

Aims:

- To provide children with a wealth of experiences to excite their imaginations and provide opportunities to express themselves in emotional terms through their art experiences..

Objectives:

All children will be:

- Taught to draw, paint, cut and stick accurately resulting in high quality work.
- Given opportunity to develop their powers of observation, both visual and tactile.
- Able to explore creating art in different mediums including paint, pencil, collage and 3D.
- Speak confidently about their own, peers and professional pieces of art.
- Given opportunity to exhibit work and take part in performances.
- Offered opportunities to work with visiting artists, drama groups, to visit exhibitions and performances by professional artists.
- Offered opportunities to visit art galleries.
- Aware of the art from different periods of time, cultures and religion through cross curricular links.

Monitoring and Evaluation of Art and Design

The effectiveness of the policy will be monitored through:

- Monitoring planning and ensuring that all areas and progression of skills are being taught.
- Work framed and displayed around school.
- Pupil consultations
- OfSTED and LA
- Parent consultations
- Teacher assessment based on Chris Quigley's skills ladders.

The following criteria is used as a measure of success:

- Planning shows a whole school approach to differentiated learning opportunities
- Children will speak confidently about their own learning identifying personal targets
- Classroom observations show active participation and children are able to articulate their learning
- At least 80% of children are working at the appropriate NC Level (Years 3 and 4 Level 3. Years 5 and 6 Level 4)