

ART AND DESIGN POLICY

ETHOS / RATIONALE

The importance of art and design: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

AIMS

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

GUIDELINES

CURRICULUM PLAN SUMMARY

Pupils will:-

- Carry out observational work in which they will record closely what they see and what they recall from memory.
- Be involved in imaginative and expressive activities, recording their feelings and the world of imagination.

- Explore and learn about the visual elements of Art, including line, colour, texture, pattern, form and shape.
- Become aware of a range of artists and styles and develop knowledge of art history and the ability to appraise the work of others.
- Learn a range of skills and techniques, including drawing, painting, printing, collage, modelling and constructing (including work in both 2 and 3 dimensions and in a variety of scales).

ORGANISATION

FOUNDATION STAGE.

During early years, children will be given the opportunity to develop creatively within a culturally rich environment in which creativity and expressiveness are valued. They will be provided with a wide range of activities which they can respond to by using many senses. Children will be given sufficient time to explore and develop ideas and finish working on their ideas. The children will be provided with the opportunity to work alongside other talented adults.

During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings.

In Key Stage 1, Art will be delivered largely through topic work, although there will be some specific subject teaching where knowledge outlined in the curriculum plan is not covered by a topic.

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

In Key Stage 2, Art will be delivered through topics.

INFORMATION AND COMMUNICATION TECHNOLOGY

During the delivery of Art and Design every opportunity is given to the pupils to apply and develop their ICT capability. The pupils have access to programmes such as 'Splosh' and 'Colour Magic'.

HEALTH AND SAFETY

At all times when working with tools, equipment and materials during Art and Design activities, pupils should be taught to manage their environment to ensure the health and safety of themselves and others.

MANAGEMENT

The Art co-ordinator is Mrs L Moores. She is responsible for managing the subject, providing advice and support for colleagues and Mrs S Collier and Mrs J Bullock are responsible for monitoring the delivery of the curriculum plan. More detail of the co-ordinator's role can be found in the job description.

RESOURCES

A range of basic art materials will be available in each classroom to ensure continuity of experience as the pupils pass through the school. There is also a central store of supplementary materials which are available to staff as required. The co-ordinator manages these centrally kept materials as well as resources for the delivery of critical studies in AT2.

FINANCES

A budget is allocated annually for Art and Design, dependent upon identification of future needs/development and upon replenishment of stock.

TEACHING

Art will be delivered through a mixture of whole class, group, and individual activities as appropriate. Although children will be given opportunities to explore and experiment, direct teaching of specific skills will take place to enable children to develop progressively their abilities to express themselves artistically.

EQUAL OPPORTUNITIES

The teaching of Art is in accordance with the school policy on Equal Opportunities. However, through Art there are specific opportunities to reinforce positive attitudes towards issues of gender and culture by exposing children to a range of artists of both genders and to artists and styles from a breadth of different cultures.

SPECIAL NEEDS

Through suitable differentiation in the nature of tasks, teachers will ensure that Art is accessible to all pupils. It is recognised that Art, as a means of self-expression, can play an important part in developing positive attitudes and providing a sense of achievement which can raise self-esteem and so benefit other areas of learning. Although differentiation will often be by outcome, there will be occasions when differentiation by task is appropriate for pupils with particular learning difficulties or physical disabilities. Specifically, the critical studies programme, with its art history and theoretical dimension may require differentiated tasks in order to meet the needs of the less able and also gifted pupils (who can be challenged by extension tasks related to AT2).

ASSESSMENT

Teachers will build up a picture of children's abilities in Art through a process of continuous assessment based on a variety of evidence including observation, discussion and assessing outcomes of the children's art work. Samples of work sketchbooks (or photographs) will be kept as evidence to support assessments and to mark any significant steps in progress. Children's progress in art will be reported to parents in the annual reports and may be discussed in greater depth at consultation meetings. The new curriculum descriptors will be used to assist in the making of summary judgements about pupils' achievements as a basis for reporting at the end of both Key Stages.

PRESENTATION & DISPLAY

The quality of presentation and display of children's art work is considered to be of great importance. It is a way of letting children know that their work is valued and it also plays a vital role in ensuring that their classroom is a visually stimulating environment. It is our aim to provide a high standard of display in all areas of the school. Teachers are responsible for the displays in their own classroom environment.