



Art & Design Policy

Rationale

Art is fundamental to children's cognitive, creative and aesthetic development.

Aims and purposes

Art and design offers opportunities to:

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- Develop children's understanding of eight elements; line, tone, colour, form, texture, pattern, shape, space and their ability to use materials and processes to communicate ideas, feelings and meanings.
- Explore with children ideas and meanings in the work of artists, craftspeople and designers, helping to develop their ability to observe, evaluate and appreciate other artist's work. Understand the different roles functions of art and design in their own lives and in different times and cultures.
- Help children to learn and make thoughtful judgements and aesthetic and practical decisions, giving opportunities to review and discuss their own and others work.

The Teaching of Art

The development of a whole school Policy for Art is very important to ensure continuity and progress through the Art Curriculum.

The Foundation Stage

We encourage creative work in nursery and the reception classes as this is part of the Foundation Stage of the National Curriculum. This is related 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 imaginative play. Children are encouraged to make connections between one area of learning and another and so extend 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.

Key Stage One

Pupils develop their creativity and imagination by exploring 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 and space, pattern and texture and use them to represent their ideas and feelings.

Key Stage Two

Pupils should develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials tools 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.

Our aims

Art is fundamental to the development of each child's intellectual, spiritual, physical and social education and is integral to providing a broad and balanced curriculum.

We aim to:

- Encourage a positive attitude in the teaching and learning of art.
- Expand and improve each child's creative and aesthetic development, ensuring progression in artistic and creative skills.
- Ensure each pupil will be given equal opportunities to develop in Art Skills irrespective of gender, race, creed, culture, class or disability.
- Foster self-expression and freedom to experiment.
- Ensure each child reaches their artistic potential.

Displays

We believe that every child should value art and that their achievements should be celebrated. We achieve this by providing a visually stimulating and exciting school environment for our children.

- Every child should have his or her work displayed as it is very important that each child is represented at all times. Children's work to be displayed around the school should include their full name and class.
- Artwork should be clearly titled and labelled and language should be included to inform and stimulate.
- Displays should portray a theme. They should be colourful, interactive and engaging.
- Backing boards should be covered appropriate to the theme. Staff have access to a range of materials and equipment which include:
 - Backing and mounting paper/card
 - Fixing equipment e.g. staple gun, pins and blu tac
 - Lettering facilities e.g. wooden letters, pens and ICT graphics
- A variety of objects should be included in the display to make it more stimulating and conducive to the learning environment such as 3D and 2D images and appropriate items in various shapes and sizes.
- All children are encouraged to take an active role in planning, mounting and maintaining displays.
- Boards in the hall and corridors have been assigned to year groups. The art coordinator can offer guidance and assistance and staff are included in the decision of themes and the dates for the displays to be erected.

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. Our schemes of work map out the themes covered in each term during the key stage

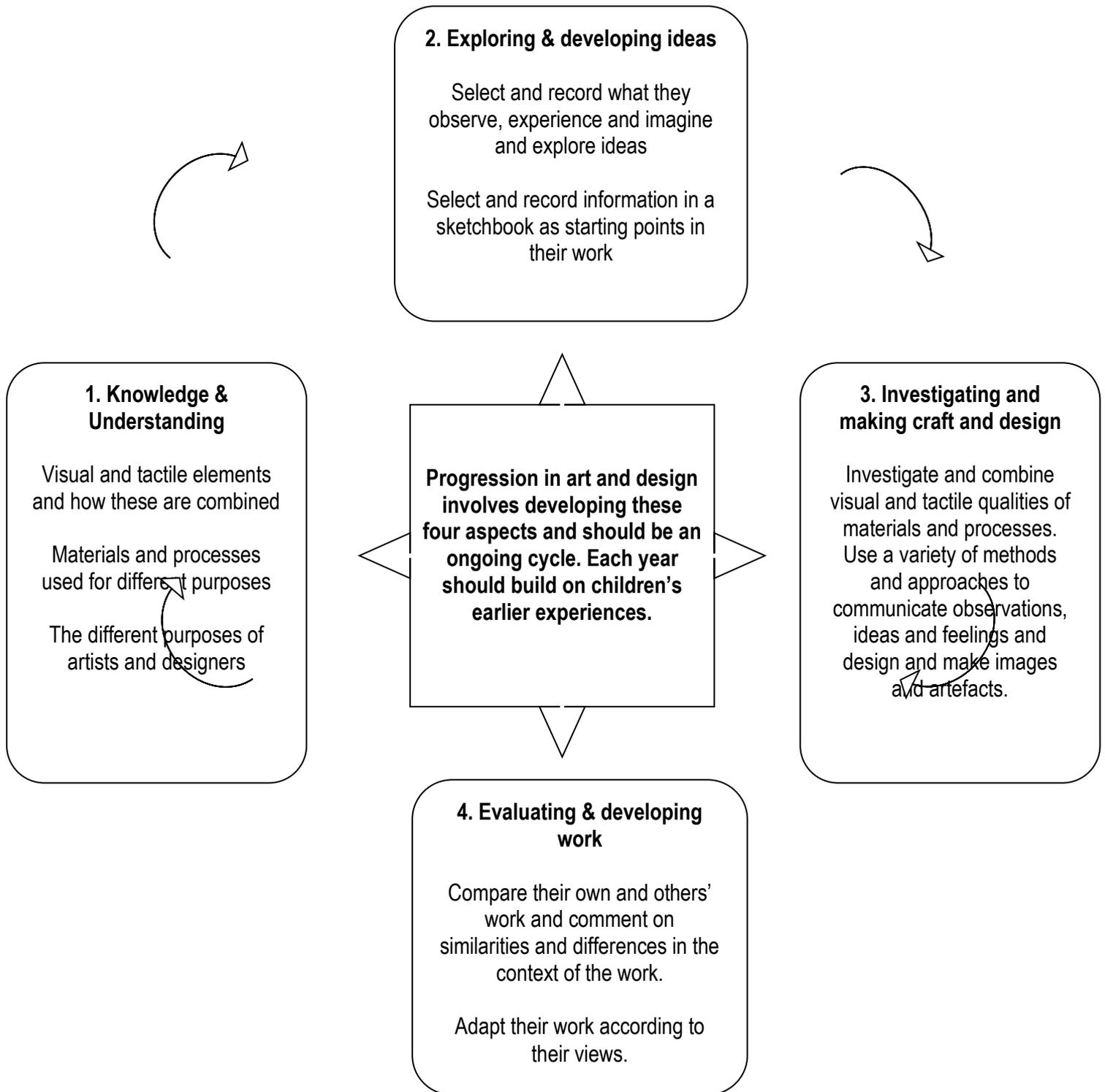
Hema Patel Sept 2017

The termly plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for keeping and reviewing these plans.

Our Art and Design scheme of work provides the children with the opportunity to:

- become increasingly more aware of the visual and tactile elements of Art and Design
- experiment with, explore and re-visit the potential use of materials
- work regularly from first- hand observation and develop recording and drawing skills
- use and develop artistic language through talking through their own and others' work, review and evaluate what they have done; to form views and opinions and learn to talk about artists and their work

• Aspects of Progression in Art and Design



1. Knowledge & Understanding

- Visual and tactile elements and how these are combined
- Materials and processes used for different purposes
- The different purposes of artists and designers

This element should include an introduction to the topic.

For children to become increasingly more creative and experimental in their own art work they first need to be inspired by the work of other artists. At the beginning of each topic children should become familiar with artists who have worked on a similar theme or in a particular style.

When discussing 2D and 3D work, there are four main elements to consider:

Content

What is the image about?

Is the content of the picture real or imagined?

Is it a representational or abstract piece of work?

Form

How has the work been arranged?

Are there any recurrent shapes, lines, forms, patterns or textures?

What colours have been used?

Is it realistic, harmonious or contrasting?

Process

How has the work been produced?

What materials have been used?

What techniques and processes have been used?

Mood

Does the work catch a mood feeling or emotion?

What techniques has the artist used to convey the mood?

How does the work affect you?

Children at Key Stage Two should be encouraged to find out more about the artists related to their work. Areas to discuss and research may include:

When did the artist make the piece?

Why did the artist make the piece?

Who did the artist make the piece for?

What is the story behind the picture?

What artistic movement did the artist belong to?

Who or what inspired the artists?

This work should be recorded with copies of images which the children have explored.

Speaking and listening objectives may also be met as part of the discussion about the art work.

2. Exploring & Developing Ideas

- Select and record what they observe, experience and imagine and explore ideas

This section of the plan should encompass the teacher modelling either the different effects that can be created with the materials chosen for the unit or explicitly teaching how to use the materials.

The children should then be given time to explore the material chosen in light of the teacher guidance.

This area may take more than one session if a new skill is being taught.

3. Investigating and making craft and design

- Investigate and combine visual and tactile qualities of materials and processes.
- Use a variety of methods and approaches to communicate observations, ideas and feelings and design and make images and artefacts.

Within this section children may spend several sessions creating one piece of work, creating two or three pieces of work or creating a 'rough' piece of experimental work before moving onto complete a finished piece.

There may be more teacher input required before the children create the image or artefact.

4. Evaluating & developing work

- Compare their own and others' work and comment on similarities and differences in the context of the work.
- Adapt their work according to their views.

Within the plan, time should be dedicated to the children evaluating their own and others work. The children can focus on what was successful and what they can do to improve next time. This section may take the form of a class discussion, written notes, short presentations, paired talk or group feedback.

1. When the planning is completed and the unit is taught, there may be changes which need to be made to the plan; these changes can be added onto the plan in a different colour at a later date to assist future delivery of the unit.

Contribution of Art in other curriculum areas

Art is taught as a discrete subject however it maintains many cross curricular links that should be made where appropriate.

Science

- Observational drawings of equipment
- Annotated drawings of experiments
- Observational drawing of stages in growth in plants
- Drawings of animals and insects
- Drawings explaining how things work

Maths

- Drawings of 2D and 3D shapes
- Tessellations
- Making symmetrical artwork

Literacy

- Drawings as responses to reading during Guided Reading
- Drawings of characters in stories
- Drawing real or imaginary settings

Geography

- Simple maps
- Drawings of places/ people from walks/visits

History

- Portraits of People from the past
- Sketches of artefacts studied

ICT

- Using drawing programmes on iPads
- Use of photography

RE

- Drawings based on religious artwork
- Drawings of religious artefacts / objects
- Drawings based on stories

PSHE

- Drawings from stories
- Drawings of feelings

PE

- Drawings of movement

Art maintains strong links with Design technology. The curriculum framework for both subjects has been organised to maximise these links where appropriate. Opportunities for these links are indicated in the units of work.

Assessment in Art

Marking Pupil's work:

The marking and correction of pupils' work is an essential feature of pupil assessment within Art.

Effective marking of pupils' work by teachers directs future learning, acknowledges progress and success and highlights errors or lack of application. Effective marking informs and revises planning and makes expectations clear to both pupils and parents.

The children's work should be marked regularly in green pen, with labels or with oral feedback.

In addition to teachers written comments, stickers may be placed on pupil's work to award achievement, progress and improvement.

Monitoring Art

Children's work will be monitored by the class teacher, who will encourage, discuss and extend the children's work.

Children will also be encouraged to monitor and discuss the progress of their own work and others work and will use their sketchbooks, where appropriate, to record this information.

The Art Co-ordinator will monitor Art plans and children's work on a half termly basis to monitor children's level of attainment and progression.

The School Management team will monitor the quality of teaching and learning of art within performance management.

The children will get the opportunity to exhibit their completed pieces of work to their corresponding year group at the end of each completed unit of work either in the classroom or within the school.

Art Curriculum Resources

Classroom Resources

Both Key Stages use a variety of art materials across the curriculum which should be labelled and stored in the classroom where appropriate. These should include a range of drawing and painting materials as well as those needed for cutting and sticking.

School Resources

Resources to assist the delivery of the art curriculum are situated in the resources area. All resources are clearly labelled and must be returned after a unit of work is completed.

Art Classroom Resources

As a suggestion the following resources should be kept within the classroom:

Colouring pencils
HB pencils
Pencil sharpeners
Pastels
Chalks
Felt tip pens
Sello tape
Masking tape
Colour paper for display
Crayons
Glue sticks, PVA glue, glue spreaders
Scissors (right and left-handed)
A variety of different sized brushes
Non-spill water pots
Palettes
Paints: powder paint and ready mixed paint

Health and Safety

Children should be taught to use items of protective clothing (aprons and gloves) as appropriate and be encouraged to develop safe and tidy work practices.
Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use.

Reviewed
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Wendy Jenkins
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