



ART AND DESIGN POLICY

**Art and Design Policy
for
St Mary's C.E. School**

Approved by Curriculum & Standards Committee:

Autumn 2016

Date of next review:

Autumn 2019

Art and Design

“Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.” Bridget Riley

Introduction

Art and design is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the art and design taught at St Mary’s CE School. This policy reflects the consensus of all the teaching staff and they are responsible for its implementation.

The teaching of and the learning through art and design is fundamental to children’s perceptual and personal development. Art and design is the expression of ideas, thoughts and feelings, through sensory experience in a variety of 2 and 3 dimensional, Computing and digital media.

The policy for achieving this is set out in this document.

Aims

Our art and design teaching offers opportunities to:

- stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences
- develop children’s understanding of colour, form, texture and pattern
- develop children’s creative and technical skills so they are able to communicate their ideas and feelings
- explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them to learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures
- enable children to form thoughtful and critical judgements about their own work and that of others
- promote the children’s enjoyment of art and design.

Teaching and Learning

Art and design is taught throughout the school. All pupils experience a variety of art and design techniques including:-

- drawing
- painting
- collage
- making models and artefacts – clay, reclaimed materials, cardboard sculpture
- textiles and needlecraft - batik, appliqué, needlepoint
- use of Computing

Pupils are taught to:-

- Handle materials
- Use a variety of media
- Work safely and economically
- Use specific tools

All children are given the opportunities to appreciate and be inspired by the work of artists, designers and craftspeople. Children will be given opportunities to visit galleries and museums. They will investigate different kinds of art, craft and design using both original and reproduction art forms as well as visiting internet sites.

The knowledge and history of art are taught alongside practical activities and with other subject areas. Art from other cultures will be valued and may be introduced in a cross-curricular way where appropriate.

Sketchbooks are introduced to the children in Year 2 and are used to record, explore and store art ideas and art work.

Resources and Management

Within the classroom pupils have access to:-

- Brushes
- A range of papers
- A range of paints
- Glue
- Scissors
- Colouring pencils/ felt tip pens

Pupils are taught:-

- where equipment is stored
- to select appropriate equipment and resources
- to take care of it and use it economically and safely
- to return it to the storage area

A budget is allocated to each year group for resources and we also aim to provide a central supply of some specific art resources at the Infant, Middle and Junior sites which will include:-

- Paper-backing
- Borders
- Card
- Sugar paper

Care of Equipment

- All shared materials and equipment should be put back neatly in the right containers and in their proper place.
- Reasonably sized offcuts should be kept
- If stocks are low the art co-ordinator should be informed

Display

Children's work will be celebrated through displays and an online Art gallery which are an integral part of the learning environment. They are child centred and used to promote further learning and interest.

Labelling provides language and a stimulus and will reflect the schools handwriting policy. As well as children's 2D and 3D work, photographs, books, artefacts, posters and works of art are used to enhance display.

A variety of areas of the curriculum are represented.

Work is displayed with care to avoid damage to the fabric of the building from tape, glue, staples etc.

Health and Safety

Pupils are aware of potential hazards in the use of materials, tools and machines. It is not possible to remove all the risks and hazards, but pupils are carefully supervised. Protective clothing such as overalls, aprons and gloves are used as appropriate. Care is taken when sawing, filing, carving, spraying and also handling clay or hot wax for batik. The correct storage, usage and carrying of tools such as knives, scissors and lino cutters is taught. Plastic containers instead of glass are used.

E-Safety

When ICT is used in art lessons, before every lesson the class teacher will remind children about how to use the internet safely and refer to the poster on display. They will monitor and report e-safety incidents in line with the Acceptable Use Policy.

Role of Art Co-ordinator

The Art and Design Co-ordinator will monitor this policy regularly. The co-ordinator will ensure that:

- an action plan is written and a bid submitted to support it financially
- resources are monitored and ordered where necessary
- standards of teaching and learning are monitored in accordance with the monitoring schedule
- children's work is reviewed and levelled where necessary

- they attend appropriate in service training to keep abreast of current developments which are in turn implemented into schemes of work
- inform colleagues of new ideas and changes in their subject
- they maintain an enthusiastic approach to their subject leadership
- they develop skill based learning and progression throughout the school.

Staffing

It is the responsibility of all classroom teachers to deliver the art and design curriculum following the guidelines set out in the scheme of work. At St Mary's we believe art can be used to stimulate learning in all areas of the curriculum.

The classroom teacher is also responsible for monitoring the progress of the children in their class and reporting this on an annual basis.

Entitlement

The National Curriculum for Art and Design is followed at St Mary's. Children are provided with a balanced programme of art activities which build on previous work and achievements. Most of these are delivered through termly topics.

Early Years Foundation Stage

Within the Foundation Stage, we run continuous provision, where children have free access to resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the Foundation Stage Profile. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding.

Art and Design across the Curriculum

English

Art is an excellent forum for developing children's speaking and listening skills. In response to an idea or piece of artwork, they need to be able to ask questions and discuss. Children must be able to listen carefully to other people's opinions then express their own ideas fluently, even amidst opposing points of view.

Mathematics

Art and design contributes to the teaching of mathematics by giving opportunities to develop the children's understanding of shape, space, patterns and rotation through work in two and three dimensions.

Computing

Computing is used to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record

their observations. Children use the internet to research topics, techniques artists and designers.

Design and Technology

Sketches of design ideas are an integral part of the design process. So, thoughtful observations nurtured in Art are used to enhance the quality of Design Technology projects. Similarly, learning to use tools to accurately measure, mark, cut out and assemble a variety of materials using a variety of processes in Design Technology will support projects in art.

History

Art is a fundamental means of human expression. The children gain a valuable insight into times gone by from portraits of Tudor kings and queens; Roman sculpture and architecture; Greek pottery designs and Egyptian jewellery.

Personal, Social Health Education and Citizenship

Art and design contributed to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk whilst undertaking their work.

Spiritual, Moral, Social and Cultural Development

Art offers many opportunities for children to explore their own feelings and ideas and to express themselves freely. Art is as much about the reaction of the observer to a piece of work as it is about the skills and techniques employed to create it. Children can therefore express an opinion, which is neither right nor wrong, simply valuable – thus promoting self-esteem and respect for other people. By exploring Art from various cultures, ages, religions and traditions, pupils will compare their observations to local familiar styles, giving rise to a healthy interest and respect for cultural difference.

Assessment and Recording

Assessment is in line with the school's Assessment Policy. Assessment opportunities are included in the study of each unit of work. These may be in the form of an initial assessment, summative assessments or on-going teacher observations.

Children are actively encouraged to take control of their own learning and progress through the National Standards, using strategies that are in line with the school's AfL policy. Parents will be kept informed of a child's progress through parents' meetings and recorded in the annual report.

Throughout KS2, sketchbooks are used as an ongoing record of their learning, progression and achievement, as well as for looking back at and reflecting on their work, reviewing and identifying their progress.

Continuity, progression and standards

Progression is promoted throughout the school by use of the National Curriculum.

The continuity of approach to art and standards of achievement in art, are regularly monitored and evaluated in accordance with the monitoring and evaluation timetable. Planning is monitored by the co-ordinator.

Staff Development

Inset training will be provided for all staff or individuals where a need or interest has been identified.

Equal Opportunities

In Art and Design lessons, staff will not assume that interests and skills in this area of the curriculum are predetermined by ethnic background, gender, ability, disability, social and cultural backgrounds and will not permit themselves or their pupils to be influenced by stereotypical behaviour.

Our pupils will have equal opportunities to develop their artistic and creative knowledge and skills. All our pupils will have equal access to the Art and Design curriculum.

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that no one should receive less favourable treatment than another on the grounds of gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Principles of Inclusion

In all our planning and teaching, it is the aim of the school to develop an inclusive curriculum through:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils by ensuring access for all.

In art and design lessons, tasks will be differentiated so that pupils are challenged appropriately to achieve successful outcomes. In some lessons, modifications of equipment may result in more tangible learning, whilst the establishment of ability groups in some activities may be adopted to enable progress to be made at the appropriate rates.

Differentiation will help our pupils with Special Educational Needs to be integrated into art and design lessons so that they are able to experience success at their own levels. Children with specific needs will be provided with the appropriate learning support so that they will have equal access and opportunity to a range of activities and will participate alongside their peers. The art co-ordinator and class teacher will work closely to identify children who are able and talented in art. Provision will then be made to support and encourage the pupil to

perform at a level that exceeds that which is expected of their age and to help develop the personal qualities which will enable them to maximise their potential.

Evaluation

This policy will be reviewed regularly to:

- Keep abreast of changes in the National Curriculum
- Inform new staff
- Meet assessment requirements
- Suit the needs of pupils