



C of E Primary School

Art and Design Policy

February 2011

“Art and Design is not just a subject to learn but an activity that you can practise: with your hands, your eyes, your whole personality.”

[Quentin Blake, Children’s Laureate]

We actively encourage our children to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas. Teaching should ensure that ‘investigating and making’ includes ‘exploring and developing ideas’ and ‘evaluating and developing’ work. ‘Knowledge and understanding’ should inform this process.

Aims

In teaching Art we aim to:

- enable children to become visually literate and understand that Art is a form of communication
- enable children to use a wide range of media to communicate ideas and feelings
- nurture and harness creativity and acquire and develop a range of skills and techniques
- develop children’s capacity for imaginative and original thought and to try out ideas without the fear of failing....there is no ‘right’ or ‘wrong’ in art!
- enable children through observation to learn about the world around them
- help children learn about the role of art, craft and design in their environment and take inspiration from it
- enable children to become independent in the planning and reviewing of their work
- enable children to develop their full potential confidently and independently.

Objectives

We will endeavour to meet our aims by working in the following ways.

1. Ensuring objectives are clear through short, medium and long term planning.
2. Ensuring Success Criteria are discussed and agreed with the children.
3. Ensuring Equal Opportunity. (see policy)
4. The gradual introduction of a range of materials and techniques and ensure time for the exploration of the potential and limitations of each.
5. Introducing sketch books at Key Stage 2 to plan and evaluate work as appropriate to the individual
6. Working at a variety of skills, individually and as part of a group, and in both 2 and 3 dimensions.
7. Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
8. Using memory and imagination as starting points as well as developing work from direct observation.
9. Allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit.
10. Providing the opportunity for contact with the work of other artists and designers from a variety of times and cultures at regular intervals.
11. Teaching children specific information e.g. artistic elements (colour, tone, shape, pattern, line and texture) and skills as appropriate.
12. Pupils collecting resources and ideas from which to develop artwork.
13. Collating work in a portfolio to show achievements and progression through Key Stages 1 and 2.
14. Encouraging older children to plan, evaluate and re visit their work.
15. Using display to set standards, show individuality and celebrate the children's achievements and successes.
16. Linking Art and Design activities to other areas of the curriculum as often as possible.
17. Seeking to ensure that all staff continue professional development.

18. Monitoring the quality of provision regularly.

Art and Design Activities in School

1. Drawing - using a range of tools and media
i.e. sketching pencils, charcoal, marker pens, fine drawing pens etc.
and in a variety of sizes and from observation, memory and imagination.
2. Painting – using a range of paint i.e acrylic, poster, watercolours, papers and tools.
3. Collage and mixed media – on a variety of surfaces.
4. Print making – using a range of materials on a range of surfaces.
5. Fibres and fabrics - textile representations
sewing
weaving
dying
batik
6. 3D work - clay [both air dry and kiln fired clay]
modelling materials i.e. wire, papier mache
re-usable materials
7. Large scale work - collaborative work for internal and external
display using a range of tools and media.
8. Using works of art - to inspire and inform
9. Using ICT resources - digital cameras
video cameras when appropriate
software programmes.

Roles and Responsibilities

The Head Teacher will be responsible for:

- reporting to the Governors about any monitoring that has taken place
- developing the monitoring policy
- supporting the Art and Design Co-ordinator
- allocating the budget.

The Art and Design Co-ordinator will be responsible for:

- reviewing and updating the Art and design Scheme of Work ensuring progression throughout the school
- ensuring the effective teaching of Art and Design throughout the school and monitoring as outlined in the Monitoring Policy
- auditing, organising and purchasing Art and Design resources
- offering support and advice on possible teaching activities to all staff
- informing staff of relevant courses etc to encourage personal professional development.

Class Teachers will be responsible for:

- including effective Art and Design teaching activities in their short and medium term planning
- setting clear objectives, success criteria and assessing pupil's work
- collating pupil's work....preferably in a folder from Year 1 onwards
- informing the Art and Design Co-ordinator of any resource requirements.

The Role of the Teacher

- a **facilitator**, who provides appropriate and easily accessible tools and materials for Art and Design activities
- an **instructor** in a variety of techniques and demonstrates as required
- a **role model**/artist, giving opportunity for demonstration when appropriate and discussion
- a **guide** who questions on a variety of levels to help the child develop ideas
- a **planner** of activities to ensure stimulation, creativity and progression
- a **creator** of a vibrant and exciting environment for learning.
- an **assessor** of understanding and skill which will be used to plan future work.
(See Assessment)

Delivery of Art and Design

Teachers are expected to employ a range of teaching strategies and use their professional judgement to decide on the most effective and appropriate one to enhance learning.

Links with Other Curriculum Areas

Art links with most other subjects and should be used as a means to support and record knowledge and understanding, i.e. paint a picture to show what you know about the Fire of London. It is taught mainly through class topics.

ICT is used to support Art and Design through Graphics software and the use of effects when producing photographs taken with the digital cameras. ICT should be used to inform about the life, techniques and impact of artists at both a local and global level.

Resources and Resource Management

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources.

An audit to enable the updating and replenishment of the Art and Design resources available in school is regularly carried out.

If a member of staff wishes to request specialist resources for their class they should speak to the Co-ordinator.

Equal Opportunities

All children should have equal access to the Art and Design curriculum in line with the school's Equal Opportunities Policy.

1. All activities are offered to boys and girls.
2. All clearing up is shared.
3. Work from all cultures will be provided and the children will be given opportunity to discuss it. ie. mask making and batik when studying Africa.

Teachers will aim to provide effective learning opportunities by:

- setting suitable learning challenges
- responding to children's learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.

Inclusion and Racial Equality.

This policy has been written in accordance with the above mentioned policies.

Special Needs

1. Opportunities will be provided for children with learning difficulties through differentiation in planning.

2. More able children will have extension activities.
3. The needs of children with physical disabilities will be taken into consideration when planning work.
4. Parents will be encouraged to take their children to galleries to look at other artist's work.
5. Personal portfolios will be built up.
6. Children will be encouraged to go back and develop their work.

The SENCO and the Co-ordinator will try to advise teachers on the activities relevant to pupils with Special Educational Needs.

Health and Safety

Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of Health and Safety are not given proper attention activity. It is not always possible to remove all risks and hazards. The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways.

It is important that children learn to use items of protective clothing such as overalls, aprons and gloves. Protective clothing is always needed when varnishing, spraying (using inks or aerosols), handling clay and hot wax. There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use.

Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task. Safety measures are necessary to the following: electricity; heat (water, steam and other substances); slippery surfaces, whether floors or working surfaces.

(Taken from Health and Safety Education – Art for all ages 5-14)

Assessment, Record Keeping and Reporting

The children will be assessed through a range of activities including:
observation
discussion
writing [when appropriate]
practical work.

Parents are informed about their child's progress through termly Parent Interviews and an Annual Report received in the Summer Term.

Assessments will be carried out in the broad areas of:
exploring and developing ideas
investigating and making
evaluating and developing

Assessment should:

- shape future planning and ensure continuity
- contain work samples, photographs and photocopies
- be kept in individual portfolios as a record of achievement.

Monitoring and Review

The teaching of Art and Design will be monitored by the Art and Design Co-ordinator and will include feeding back to the class teacher and Head Teacher. A standard format will be used. (Copies of this are kept with the Monitoring Policy) Monitoring will be carried out in the form of observation, speaking to the children and evaluating their tasks, looking at displays and scrutinising teacher's planning. Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

The monitoring will be used to identify staff development needs and ensure a range of appropriate resources are provided. In addition to this, monitoring will be used to develop the Scheme of Work and to ensure effective learning for all children.

This policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier.