

ART AND DESIGN POLICY DOCUMENT
MERCHANT TAYLORS' PRIMARY SCHOOL
STANFIELD

INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching of Art and Design at Stanfield.

RATIONALE

- Art and Design gives freedom to the individual to develop creativity, imagination and spiritual values
- It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world
- At Stanfield all staff are committed to enable all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which the provision of support for learning is based and is a core part of our values. Schools have a role to play in creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. The whole-school ethos reflects the value placed on diversity and the respect accorded to all individuals. Support for a variety of needs is seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

Inclusion applies, but is not restricted, to:

- Pupils with special educational needs (SEN and Additional Learning Needs)
- Pupils with disabilities
- Pupils whose first language is not English (EAL)
- Minority ethnic groups
- Gifted and talented pupils (G&T)

AIMS

In teaching Art and Design at Stanfield we aim to:

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- Foster an appreciation of the subject by introducing pupils to creative and stimulating experiences which develop their aesthetic awareness and enquiring minds
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feeling and meanings
- Explore with children ideas and meanings in the work of artists, crafts people and designers; help them learn about different roles and about the function of art, craft and design in their own lives and in different times and cultures
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions concerning their work
- Encourage pupils to develop their ideas in sketchbook

TEACHING STRATEGIES

- Our objective is to use a coherent, manageable scheme of work, covering Foundation stage, Key Stages 1 and 2, in a sequence that promotes both curriculum continuity and progress in the children's learning
- The staff, by working with the Art Co-ordinator, will develop cross-curricular links

Foundation stage

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage document.

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables Reception children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Attainment - Objectives at Key Stage 1:

During Key Stage 1 Art and Design will be used to encourage the children's creativity and imagination through:

- providing art, craft and design activities that relate to the children's own identity and experiences
- working with natural and man-made objects with which they are familiar
- looking critically at the locality in which they live

The children will be encouraged to:

- explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture to represent their own ideas and feelings
- focus on the work of artists, crafts people and designers by asking and answering questions like: 'What is it like?' 'What is it made from?' 'How is it made?' 'What do I think and feel about it?'
- use sketchbooks regularly for planning and development of topic ideas
- use sketchbooks to develop observational drawing and explore mark making techniques

Attainment - Objectives at Key Stage 2:

During Key Stage 2 Art and Design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. The experiences presented to the children will help them develop their understanding of the diverse roles and functions of art in the locality and in the wider world.

The children will be encouraged to:

- improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think

- increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: 'What visual and tactile elements are used here?' 'Why was it made – for what purpose?' 'How are they combined and organised?' 'What materials and processes were used to make it?' 'How are these matched to the purpose of the work?' 'When and where was it made?' 'What do I think and feel about it?'
- use sketchbooks as a working journal , to show planning, development of ideas and review and evaluate final outcome

Further objectives for both Key Stages 1 and 2:

BRITISH VALUES

At both the Key Stages children will have the opportunities in Art and Design to:

- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise
- work with others, listen to and respect each others ideas and learn to value different strengths and interests within the group
- develop a respect for the materials and resources they use in their work and learn to evaluate critically their own and others use of these
- value being part of Britain by studying the natural and made environment, including the distinctiveness of their locality and learning to evaluate critically the role and function of art and design within it
- take ownership of their own learning and progress through class discussion. This encourages a sense of personal responsibility
- respect and appreciate rules needed in art when handling potentially harmful substances (hot wax in batik work) and tools

Cross Curricular links

Art and Design readily contributes to the wider aims of primary education through cross-curricular links

Key Stage 1

Art forms and integral part of all topic work

Key Stage 2

Many of the units in the Key Stage 2 scheme of work offer opportunities to develop links with other areas of the curriculum:

English

Art and design tasks can provide opportunities for children to develop and apply their literary skills and understanding. Children can develop language skills by:

- exploring ideas about the starting points for their work
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketch books
- finding out about art, craft and design by extracting information form sources such as reference books, CD-ROMs, e-mails and the internet

- discussing and comparing their own and others' work and explaining their own views

Mathematics

An understanding of certain mathematical concepts can provide stimuli for creative work such as:

- repeated patterns
- Escher designs
- Tessellations
- Symmetry
- 2D and 3D shapes

ICT

can help children's learning in Art and Design by:

- providing additional tools and equipment to help them produce and manipulate images
- develop ideas and possibilities for the creative use of materials and processes

History

Can help children's learning in Art and Design by providing historical evidence for their own work such as:

- Celtic jewellery
- Viking friezes
- Aztec masks

Geography

Geographical studies provide pupils with an understanding of their environment and the world around them and form a basis for the development of art and design work

Design and Technology

Can help children's learning in Art and Design by developing skills in:

- working with tools, equipment, materials and components
- shaping, assembling and joining materials and components
- measuring, marking out cutting and shaping a range of materials
- using simple finishing techniques through using ICT and other equipment

SCHEMES OF WORK

- The scheme combines ideas from the QCA Art and Design document with cross-curricular themes pertinent to each year group
- Specialist materials and tools are housed in the Art room for year groups to borrow as necessary
- ICT software for both Key Stage 1 and 2 with the introduction of I pads

HOMEWORK

No formal homework will be set, but where appropriate, pupils may be asked to collect, research or make sketches relevant to topic

DIFFERENTIATION

- All pupils are given the opportunity to develop their understanding and skills
- There is help provided for children with specific learning difficulties from the SENCO
- There are differentiated exercises within the classroom

ASSESSMENT AND RECORDING OF PUPILS' PROGRESS

- Teacher assessment is on-going and pupils are taught to review what they and others have done and say what they think and feel about their pieces of work
- Pupils will adapt their work according to their views and describe how they might develop it further
- At KS1, pupils will complete a self assessment smiley face sheet
- At KS2, pupils will review and evaluate work through discussion and written notes in sketchbook
- A KS2 self assessment form will be completed after each topic
- At KS1 and KS2, staff will evaluate each topic and record in mark book

REPORTING TO PARENTS

- Parent teacher interviews which are held twice a year
 - Written reports are prepared annually for parents in the summer term and take the form of a general statement based on the extent to which the pupil has progressed and actively participated during the year

HEALTH AND SAFETY

Great care is taken to maintain the health and safety of all pupils during art lessons. The following equipment is carefully monitored in lessons and all electrical equipment is checked annually:

- Batik wax pot and tjanting tools
- Scissors
- Glue guns
- Powder paint
- Stanley knives
- iron

RESOURCES

At key stage 1 and 2, classrooms and Art room are well resourced to cover all needs to deliver the curriculum.

MONITORING

The Art co-ordinator monitors the planning of lessons and supports staff in their delivery through practical demonstrations.

THE ROLE OF THE ART CO-ORDINATOR

- Keep up to date with developments in Art and Design education and disseminate information to colleagues as appropriate

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity of Art and Design throughout the school
- Liase with staff to help develop their individual schemes of work
- Co-ordinate the displaying of pupils' work on a regular basis to provide a stimulating and inspirational environment in which to work

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