

SCHOOL POLICY FOR Art & Design

Co-ordinator: C. Duppa

Buddy: K. Ferriday

Date Adopted:
Summer 2016

Review by:
Summer 2019

How the Policy developed

New co-ordinator reviewed existing policy and practice in light of new curriculum requirements. All staff were involved in the discussions and evaluation of the existing policy and practice.

How it relates to the School Development Plan

Policy due for review as part of rolling programme of review

Key Targets for the Period to the Date of the Policy review

- To raise profile of the ARTS in school to gain recognition and apply for the ARTSMARK AWARD
- Encourage creativity and raise the profile of art through school-based projects such as Cultural Week, national and local art initiatives e.g. art competitions etc.
- To organise Art and Design in order to coincide with new National Curriculum and to apply for Arts Mark award.
- Sketch books to demonstrate techniques and skills to develop towards a final piece.

Tasks

- To review policy.
- To present policy to the Curriculum Committee.
- Consult staff on any changes of units of work/resources needed, with new Creative Curriculum planning.
- Review and / adapt planning units for both key stages and Foundation if necessary.
- Audit / update of resources across key stages
- Planning for Arts Mark – ensuring we are teaching Art and building on understanding, knowledge, skills and progression. General update
- To submit plans and long term aims for Arts mark to show dedication and planning to inspiring creative minds.
- To arrange for an artist /artists to work in school through critical friend support and networking through the Bridge organisation provided by the Arts council.

Action Group

Co-ordinator and staff

Governors

Co-ordinator

Co-ordinator and staff

Co-ordinator

Co-ordinator- staff meeting

Co-ordinator / staff

Co-coordinator and HT

Timescale

Spring 2016

Spring 2016

Ongoing

Spring 2016

Ongoing – summer and autumn term 2016

Ongoing – TBC

Ongoing – TBC

Summer/Autumn 2016

Cost

To be arranged with new budget and possible support from PTA.

Intentions

"We would encourage teachers and schools to raise their expectations as to what pupils are capable of in the visual arts. This can happen in a very practical way: for example through the introduction of a wider variety of materials from the outset, pupils can, and do, quickly build their understanding and skills. We recommend that schools work hard to break down preconceptions amongst teachers and pupils as to what drawing or sculpture (for example) is or might be.

Preconceptions can stifle creativity. If we take the lid off art and design we can allow the subject to flourish. Experimentation, risk, and innovation should be encouraged."

We suggest that each term children should be given the opportunity to explore a variety of polarities:

1. Traditional skills should be balanced with experimental work.
2. Small scale work should be balanced with large scale work.
3. Quiet reflective study should be balanced with active, dynamic work.
4. Individual work should be balanced with group work.
5. Two dimensional work should be balanced with three dimensional work.
6. Study of historical "great" artists should be balanced with contemporary artists.

In addition children should be given the opportunity to experience:

1. How it feels to take creative risks as opposed to playing it safe
2. That chaos and mess can be productive for some people
3. Both female and male creative role models (including visits from artists/visits to galleries/artists' studios)." Taken from Document – Combined Curriculum Planning

To develop children's Art and Design capability, teachers need to:

- To continue to raise the profile and acknowledge the value and importance of the visual arts across the whole school.
- To provide visual, tactile and sensory experiences as a way of understanding and responding to the world.
- To help children communicate what they see, feel or think through the use of colour, form, texture, pattern, different materials and processes.
- To help children learn to make informed value judgements and aesthetic and practical decisions through art and design activities.
- To enrich children's lives through understanding, appreciation and enjoyment of the visual arts.
- To encourage spiritual responses to working with art.
- To provide children with degrees of challenge as individuals and as a group.
- To provide all children with access to art activities, including those with special educational needs who should be specifically provided for in this area if this is deemed necessary.
- To give the children opportunities to exhibit to a variety of audiences.
- To provide opportunities, where possible, to visit an art gallery / exhibition.
- To provide opportunities, where possible, for pupils to work with an artist in school.

Aims and Objectives

Aims:

- To provide experiences through art that the children may not have at home or elsewhere.
- To provide the children with opportunities for developing their imagination, ingenuity and independence.
- To provide opportunities for children to draw upon what they see and not what they think they see, for example - refining observational skills.
- To draw out the creativity of individuals, allowing them to be successful and in control of their actions.
- To create subjectivity and objectivity by encouraging the children's self-confidence and understanding of aesthetic judgements e.g. a child can express their thoughts about a painting or artefact.
- To value the contribution from every child through displays within class situations and to a wider audience.
- To provide a wide experience of forms of art appreciation each year, such as working with Artists in Residence, looking at the work of famous artists, designers, craftspeople.
- To find opportunities to link art activities with other subject areas and themes in the context of a creative curriculum.
- To continue to build up a resource bank for art such as masks, costumes, examples of famous paintings.

Objectives:

- To provide varying opportunities for art depending upon the age of the children and building upon their previous experiences.
- To allow the children to explore and investigate a variety of media and materials, both 2D and 3D and a range of scales.
- To use sketchbooks in KS2 as a resource to collect and develop ideas and encourage their use in KS1.
- To provide opportunities for representing both real life and imaginary situations.
- To provide opportunities for group and individual work.
- To develop speaking and listening skills through the use of artistic language in discussing a range of art work of others and their own.
- To provide opportunities for the development of physical techniques, such as using paintbrushes, scissors, etc.
- To provide a variety of equipment to maximise the potential of the children.
- To recognise and value children's efforts within their presentation of art.
- To encourage children to develop and progress from their own and teacher led starting points.
- To show children that to evaluate and rework a piece of artwork is a valuable part of working.
- To exhibit artwork around school and in class, both from children and a wider source in order to create an ethos for the appreciation of art.
- To develop children's confidence in art across a creative curriculum.

Principles of Teaching and Learning

The programmes of study specify the following:

1. The pupils should be able to think critically and develop a more rigorous understanding of art and design.
2. 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.

We understand the relationship between policy and practice, and that the content of our policy has a direct link to the received curriculum.

The role of the teacher

- To ensure we provide effective learning opportunities which challenge and motivate all children.
- To set high but realistic expectations which enable children to achieve at their own level whilst encouraging them to practise, develop and extend the skills and knowledge which they have learned.
- To be aware of the progression of skills across the key stages (see appendix: Art Express 'Skills & Processes' chart).
- To provide the children with a variety and range of teaching approaches and starting points in all areas of art e.g. through discussion, questioning, demonstration, working alongside and assisting.
- To encourage children to make their own choices as there is no one "correct" way of approaching a task and that every child has something to offer.
- To encourage children to be flexible in their approach and enable them to adapt their thoughts to include ideas from other children.
- To encourage children to offer constructive criticism so that they begin to learn from each other and develop the capacity to express their own ideas confidently.
- To encourage a sense of ownership and pride in their work and to value the work of others.
- To celebrate achievement according to ability.
- To understand that the process is often very much more important than the final product, although occasionally the product defines the learning objective e.g. a painting showing colour mixing.
- To develop learning through recognising that the *skills of thinking* used in other areas of the curriculum, are intrinsic in the development of an artist.

QCA Schemes of work/ Art Express and other planning aids (Twinkl – PlanIt) can be used to ensure coverage of the programmes of study are met for each key stage.

Equal Access and Outcome

All children, regardless of ability, physical ability or any other reason will have equal opportunities to experience art activities at a level appropriate to them – see Single Equality Policy

It is important that all equipment is accessible to all children.

It is important to group children in a range of ways, as different groupings can influence what is learned, as well as how it is learned i.e. friendship groups, ability groups, mixed ability groups, girls and boys mixed, mixed ages.

We will aim to provide experiences that the children may not have encountered at home or elsewhere.

It is important to encourage children to widen their understanding of the world by introducing them to the rich diversity of art from different cultures, religions, styles and periods of history.

All children must be set suitable learning challenges including Gifted and Talented. (See G&T policy)

Classroom assistants and voluntary helpers may be involved in supporting children's learning in Art and Design where class teachers feel it will benefit.

Health and Safety

- We need to remember at all times that children have the right to be safe.
- It is important to ensure that the children learn to respect all equipment available both in school and elsewhere.
- Pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements.
- Children will be made aware that it could be dangerous to chew, suck or drink art materials.
- When using equipment such as scissors, knives, lino cutters etc., children will be shown the correct way of using them, and, in the case of very sharp equipment will be supervised.
- All electrical equipment is subject to an annual safety check, carried out by qualified electricians.
- Throughout all art activities care will be taken to ensure that there is sufficient space available in order to carry out the task.
- Children will wear clothing appropriate to the task i.e. protective aprons during art activities.

Implementation

Following the acceptance of the policy, all staff will be provided with a copy of the policy.

All staff have a responsibility to implement the policy.

The policy will also be implemented through the use of the school's planning for a Creative Curriculum and National Curriculum requirements. (Appendix)

The requirements of the N.C. Programmes of Study at KS1 and KS2 are such that teachers should plan opportunities for children to develop their creativity and imagination through:

- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work – their own and that of others
- Developing their knowledge and understanding

Nursery and Reception will follow the guidelines of the Early Years Foundation Stage ('Expressive Arts and Design')

Teachers have access to a range of teaching resources available from books, posters, collected teaching suggestions, websites etc. and the School's Library Service.

Continuity and progression

Aims

- To provide planning which identifies progression of skills / concepts.
- To assess and monitor work undertaken in each key stage by matching skills criteria.(see Art Express 'Skills & Processes chart')
- To have understanding of the levels children are working at in each key stage. (see appendix 5)
- To understand and review how the art curriculum has been delivered and how it can be improved.

Resourcing

Teachers should resource basic Art supplies from class budget – poster paints, paint brushes, paper... etc. Specialist Art supplies for special projects which require over and above basic supplies can be ordered from Art budget. This needs to be planned for and requested at the beginning of a new term.

Assessment and Reporting

Children's progress and achievements will be reported on in the annual children's report and Parent evenings.

Displays of work and exhibitions will report to a wider audience what children can do.

Summary

- The Arts form an integral part of children's school and everyday life and as such, they should be given every available opportunity to experience and learn at first hand through their own responses and observations.
- All children are artists and should have equal opportunities to express themselves.
- Children's experience and understanding of art and design should be multi-cultural, leading to a greater appreciation and understanding of a wider world.
- For Foundation and KS1 children, the process is often very much more important than the product. KS2 build on previous skills , developing their independence, skill and ability to plan and research
- Through the arts, children begin to develop confidence in their own creativity by being allowed to widen their own experiences.
- At school we can provide opportunities for experiencing and exploring all aspects of art which may not be available elsewhere.

"...the arts are cognitive activities, guided by human intelligence, that make unique forms of meaning possible." (The Role of the Arts in Cognition and Curriculum: Eisner E. in the Art of Educational Evaluation.)