

ST MARGARET'S COLLIER STREET SCHOOL

POLICY FOR ART AND DESIGN

Purpose of Art and Design:

Rationale

Art and design is essentially concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. It allows us to investigate what we see, to make visual responses, to interpret, to discriminate and reach decisions. It allows us to develop our creativity.

Pupils are to be engaged, inspired and challenged. They will gain an understanding of art and design and will reflect on how it shapes our history and contributes to culture, creativity and wealth of the nation.

They will be given knowledge and will develop skills to experiment, invent and create. They will progress to thinking critically.

Aims

- To develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man made world
- To enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages. To place them within a wider social and historical context.

Objectives

Children will:

- Produce creative work
- Explore their own ideas
- Record their experiences including in personal sketch books
- Become proficient at drawing, painting, sculpting
- Become proficient at general art, craft and design techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft makers and designers
- Understand historical and cultural developments of art forms

Principles of Teaching and Learning

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Care in the planning of lesson content for the support of pupils with different needs, including the very able, will ensure that their skills are developed fully.

Breadth and balance

Our aim is that in any Key Stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and computing are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials. Pupils will develop skills in manipulating a range of art and design media using a diversity of scale. Opportunities will be provided for them to respond to themes and starting points which will be planned to develop skills in systematically applying the visual elements of art. The children will be encouraged to create their own sketch book.

The study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures will be an integral part of practical art and design activities.

Variety

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- Express ideas and feelings
- Record observations and engage in visual investigation
- Design and make images and artefacts
- Exploring and experimenting with both two and three dimensional materials

Relevance

Much of children's learning is initiated, developed and reinforced by means of visual and tactile experience. Children begin to communicate through making marks as through speech. Their ability to discriminate visually between shapes and to draw them accurately is closely aligned to the development of writing. Art and design activities contribute to knowledge and understanding in a unique and distinctive way and together with speech and writing form complementary systems of communication. Many pupils access learning across the curriculum through drawing and offer good evidence of what they know and understand in visual form.

Cross-curricular skills and links

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop pupils':

- Creative skills
- Knowledge and understanding of the world around them
- Sense of time and place
- Awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching.

Art will make a strong contribution to the following cross-curricular themes and aspects:

- Computing
- Literacy and numeracy
- The expressive arts
- Personal, social, health and economic study
- Humanities

Progression can be achieved by:

- Increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- Increasing the level of challenge and expectation of achievement
- Continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions
- Encouraging deeper contemplation and reflection of their own work and that of others. Increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

Equal opportunities

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

All media and art processes will be explored by both sexes in order to counter issues of gender stereotyping. All pupils will be encouraged to develop their capabilities in using Computing within art in a variety of contexts.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity, developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of others within a broader art context.

Health and safety

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy. Pupils will be advised to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Teachers will ensure that appropriate methods of cleaning waste materials at the end of lessons are followed, especially important for clay, plaster and dyes. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature.

Assessment, reporting and recording

Opportunities for assessment will be identified when planning. Children will have regular teacher assessment. Pupils will be encouraged to reflect upon their work as individuals, in

class groups and through self assessment, as appropriate. Children and teachers will record key aspects of pupils' progress throughout the year.

At the end of each year teachers will make summative assessments of the attainment and effort made by pupils against the National Curriculum.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Role of the subject co-ordinator

The subject co-ordinator will act as subject leader, adviser and link with external agencies. He/she is responsible for the promotion of high standards in art and design and for supporting the teaching and support staff in achieving this goal. He/she will ensure that the schemes of work in art and design match the requirements of the National Curriculum Programmes of Study. The co-ordinator is responsible for the annual subject development plan and its implementation and review. The co-ordinator will also facilitate whole school art projects from time to time.

Resourcing

Funding for art and design is planned within the School Development Plan. Possibilities exist for some resourcing of visual reference materials in conjunction with other curriculum areas, eg. history, religious education, science, design and technology.

Each classroom will be provided with a stock of basic art materials with more specialist media and equipment held in a central store. Class teachers will be responsible for identifying their resource needs and the co-ordinator will regularly audit stocks of materials. Visual reference materials, books, art prints, post cards and other visual aids available from the subject co-ordinator and centrally stored. The art and design subject co-ordination will take a lead role in identifying, ordering, efficiently deploying and auditing good quality resources for learning in the subject.

Review

The effectiveness of the teaching and learning in art and design will be regularly monitored by the headteacher and the art subject co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated. Priorities for in service training and support will be established.

Information from this evaluation will form part of the School Development Plan.