

Art and Design Policy



Date Approved by Governors:	December 2011
Review Date:	2014

Stoke Holy Cross Primary School

Art and Design Policy

‘Art develops spiritual values and contributes to a wider experience of life, which helps to build a balanced personality.’

Bridget Riley, Painter

At Stoke Holy Cross School we believe that the study of Art and Design offers unique opportunities for visual, creative and aesthetic experiences that enhance the children’s knowledge and understanding of the world in which we all live. It is the entitlement of every child to have the personal expression of his/her work valued.

We recognize that Art and Design is an important subject in its own right, as well as linking to other subjects, and that our provision should reflect this.

Aims

As a result of our Art and Design teaching, we aim to:

- enable children to become visually literate, to encourage the use, and understanding, of art as a means of visual and tactile communication
- help children to develop creative, technical and design skills, in making their own art and by observing, questioning and analyzing aspects of their world;
- develop children’s confidence in experimentation, imaginative and original thought and explorations – there is no ‘right’ or ‘wrong’ in art
- nurture children’s potential to communicate verbally ideas, opinions and feelings, evaluating and making judgements about their own work and that of others;
- enable children to begin understanding art from diverse traditions, cultures and times;
- encourage children to appreciate the role of the artist, craftsperson and designer and value the contribution they make to society;
- enable children to realize the opportunities for enjoyment of art in the wider society by visits to galleries, collections etc.

Planning

- In the Foundation Stage, Art and Design is incorporated into the Creative Development Area of Learning, alongside music, dance, role-play and imaginative play.
- In Key Stages 1 and 2, Art and Design is developed within topic work enabling creative planning and cross-curricula links to be established. It is equally taught as a subject in its own right to support the development of skills and techniques - reflecting the National Curriculum Art and Design Programme of Study Attainment Targets (see National Curriculum document).
- In Foundation, children will be introduced to ‘sketching’ as a means of experimenting and planning ideas. The appropriate use of sketch books is introduced in Year 1 and these will move through the school as the children progress from one year to another and developed during Key Stage 2.
- We would hope that all pupils would make at least one visit to an appropriate collection gallery during their time at our school.
- Children should experience firing ceramics at least once across their Primary years.
- Children may have the opportunity to work with local artists, crafts people and designers as well as enrichment experiences during themed ‘Arts Weeks’, periodically.

Healthy and Safety

- Teachers should be aware of, and make reference to, safety needs and appropriate Health and Safety Guidelines.
- Teachers are responsible for the safety of their pupils and should ensure at all times that their pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils or to the environment.
- The children should be taught, as an integral part of lessons,:
 - to recognize hazards, assess consequent risks and take steps to control the risks to themselves and others
 - to know when to wear protective clothing/gloves if using hot wax, clay, varnish, glazes, aerosols or inks
 - to handle tools, materials and substances with care
 - to be aware of electricity safety, heat and slippery surfaces

Teaching and Learning

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning policy to which reference should be made. Children should be encouraged to take responsibility for their art throughout the school, both by ready access to materials, observation of commonsense rules and clearing up after themselves.

Teaching will be led through:

- careful planning incorporating progression
- practical demonstration of skills
- setting of challenging activities and further development of experimentation
- purposeful discussion and comparisons of art works and children's own work

Teaching is differentiated by:

- Outcome
- Questioning
- Level of support

ICT has a role to play in the development of a balanced Art and Design curriculum.

Access

Children of all abilities benefit from the study of Art and Design. High Achievers should be identified and supported in line with our High Achievers Policy.

Additionally, it provides unique opportunities for children with special needs, by providing visual and tactile experiences that can help them understand their world and enable them to express themselves in a variety of ways. Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

Art can also be used as a diagnostic tool. Reference to the SENCO or the appropriate outside agencies may be needed.

Adults in our school are entitled to support from:

- whole school long and medium term planning (see attached Scheme of Work);
- the Art and Design Subject Leader and colleagues;
- INSET, both school based and using outside agencies;
- provision of a wide range of suitable and stimulating materials

- the building up of collections of pictures, artefacts etc, that will help them deliver the knowledge, skills and understanding aspect of Art and Design;
- access to outside sites, or visiting artists, craftspeople and designers to ensure full coverage of the National Curriculum.

Resource Management

- Each class has responsibility for its own paint, paintbrushes, glue, etc.
- Specialist paints, fabric, collage and mixed-media materials are stored in the cupboard opposite the School Office.
- Additional fabric, powder paint, ready mix paint and mixed-media materials are located in the Foundation Teacher's cupboard.
- Transparent trays with various art materials (clay tools, glitter, pastels, wool, etc.) are located outside the Foundation Teacher's cupboard.
- Stocks of paper and various consumables are stored in the Resource Room.
- Design and Technology materials are held in the KS2 cupboard.
- Clay is stored in the Foundation storage shed.
- There is a collection of visual resources, posters and photographs stored in the KS2 cupboard.
- Speak to the Art and Design Subject Leader to request specialist resources and/or add items to the order list in the Resource Room.
- Regular audits take place to enable the updating and replenishment of resources.
- Due to the diverse nature and widely spread art resources, it is the responsibility of all Staff to ensure resources are kept tidy, clean and well managed.

Recording, Assessment and Reporting

There is an agreed whole school policy to which reference should be made, and which recognizes the importance of Art and Design in school.

Formative assessment is used during lessons through questioning, discussion and feedback to determine how each child is progressing.

A Levelled Portfolio for End of Key Stage 1 Assessment is available to support Teacher Assessment.

Year group (YF-6) 'I can ...' statements and a skills progression sheet for each Year Group (YF-6) has been given to each Teacher to assist with assessment and report writing. (Subject Leader holds originals)

Monitoring and Review

This policy will be reviewed as part of our ongoing curriculum review programme.

The Teaching and Learning of Art and Design will be monitored by the Subject Leader and feedback given to the Head Teacher, Staff and Governors, as required. Monitoring may take the form of observation, speaking to children, work sampling or scrutinizing planning. This will be used to identify staff development needs and to ensure appropriate resources are provided. In addition, monitoring will be used to develop the Scheme of Work and to ensure effective learning for all our children.

'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

