

ART AND DESIGN POLICY

1. The distinctive contribution of Art & Design to the curriculum

Art and Design stimulate pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design play in their own and others' lives in contemporary life and in different times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

2. Strategy for implementation

Every pupil has at least one hour a week for art and design. This time is used to deliver some units from the QCA scheme chosen to complement and extend the present units. Staff will also be able to deliver 'ownership' ideas of their own, if time allows. The school has used the Art and Design National Curriculum document to ensure full coverage of the programmes of study. To extend the provision for the subject, pupils will have the opportunity to work with professional artists and other talented people.

▪ Teaching and Learning

The class teacher teaches all pupils for one hour or the equivalent each week. When it is appropriate, the time is put together to enable more sustained work. Most teaching is to the whole class covering a full range of art, craft and design, using a variety of different tools and techniques over each key stage. All pupils experience a variety of materials and processes in 2D and 3D, including drawing, painting and at least one other media each term (eg collage, print making, digital media, textiles, sculpture). The three main starting points for work will be first hand observation, experience (memory) and imagination. Pupils will be encouraged to talk about and evaluate their own work during and after they have made it. Pupils will develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers. ICT will be used more regularly in art to support the practical activities. This includes the use of a digital camera to record photographic images for the pupils to work on later and a scanner to reproduce drawings and paintings into an art program. Pupils in key stages one and two will use a sketchbook in class for research and independent work. Pupils will be encouraged to work in collaboration when making large scale work.

3. Curriculum, organisation and enrichment

▪ The curriculum

The school uses units from the QCA Scheme. The schemes of work cover all the main art processes and employ a wide range of visual and tactile elements. Pupils undertake group and individual work and study a range of artists, craftspeople and designers from different periods and places. This develops a range of practical skills and makes a significant contribution to their personal and cultural understanding and development.

▪ Continuity and progression

The schemes of work cover the main art processes, drawing, painting, collage, print making, textiles, sculpture and digital media. All processes are covered in each Key Stage and each unit of work links to previous work and begins to develop the skills for the following units. The expectations of each unit, written in 3 levels, are progressive and matched to the level statements. The work becomes more demanding of the pupils as they develop their skills, knowledge and understanding. The range of artists, craftspeople and designers used in the scheme is also progressive with different work and artists matched to each unit.

▪ Organisation

Art is timetabled for at least one hour each week, but there are occasions, to enable more sustained work, when the hour periods will be blocked together. Art and design is also used to support and

extend teaching and learning in other areas of the curriculum through paintings, drawings or other outcomes.

- Learning materials and resources

Each key stage has art materials and equipment for drawing and painting. Pupils learn how to resource and collect materials and equipment in each Key Stage. The co-ordinator has a budget for basic materials for the whole school, and also acquires books and reproductions which are housed centrally in the library corridor. Computer software and CD's are purchased by the ICT co-ordinator.

- The Learning Environment

All classrooms are conducive to work in art and design and have appropriate resources and equipment. A range of art and design is displayed in classrooms and corridors. There is a strong emphasis on display in order for all children to see that their work is valued and to develop a pride in their work. The children are encouraged to discuss displayed work. Many displays are interactive through the use of questions in the written information and resources and source materials are displayed with the pupils' work. Some displays will be whole school projects, either Key Stage or class. Materials such as paper and painting and drawing equipment are accessible to the pupils, well labelled and attractively displayed. The outside environment is widely used as a resource for the making of art and design. We use the school grounds and buildings to make and site work such as the school millennium project and environmental sculptures.

- Health and Safety

The school is aware of the health and safety issues and follows recommendations by the DFEE – the co-ordinator and other teachers regularly undertake a risk assessment in the subject and health and safety awareness forms an integral part of the pupils' learning. Particular care is taken with sharp cutting tools, electrical appliances, ceramic glazes and in processes using hot materials and tools. Pupils are taught to recognise hazards and take appropriate action.

- Homework

Homework in art and design is not normally set each week, but there are occasions when pupils are expected to make preliminary sketches in their sketch books. They might also be asked to bring a particular material/object which could be used as a starting point for a piece of work.

- The school encourages pupils to enter art competitions at both national and local level. It always encourages children to enter the Seaton and District Autumn Show.

- The role of parents and carers

Parents and carers are actively encouraged to be involved in their child's learning. The pupils are encouraged to share their ideas and work with their parents on open days and after school. Parents are always invited to work as artists-in-residence.

4. Contribution to other subjects

- Literacy

Can be used as a starting point for work. Poetry, stories or graphic descriptions of characters or events as a basis for imaginative work. Pupils record key words and annotate drawings to record ideas. Pupils are encouraged to talk about and make expressive work which portrays their feelings about the world they live in. Pupils look at, talk and write about the work of other artists.

- Numeracy

Is a central feature of work in art and design through the investigation of shape, scale, space, form and pattern. In making 2D and 3D, pupils use measure and estimation when composing work and in choosing the size, amount, type and quality of material.

- I.C.T.

The pupils' skills, knowledge and understanding in ICT are developed through the use of a digital camera, scanner and art programs such as Dazzle. The pupils use skills in I.C.T. to extend their work using traditional media by scanning their drawings and paintings and then working further on them on the computer or adding text. They use art programs to explore colour and pattern to make colour

printouts. Photographs they have taken with the digital camera are used as a basis for drawing, painting or 3D work.

- Spiritual Education

In Art and Design, pupils are encouraged to use materials to express their own feelings, ideas and values. They are encouraged to communicate their responses to social, personal and cultural issues. Works of art, craft and design are used as a stimulus and for pupils to discuss and compare how other artists, craftspeople and designers express their own ideas and feelings.

- Personal, Social and Health Education

The schemes of work include a number of opportunities for pupils to work in small and large groups which will help them develop their personal and social skills. Art is used to enable pupils to express their own feelings and ideas, which makes a contribution to their personal and emotional health and development.

5. Staff development and training opportunities

The art co-ordinator undertakes a regular audit of teaching strengths and training needs. These training needs are fulfilled by the co-ordinator working with the teacher and providing support material. The co-ordinator attends local conferences and informs other members of staff of outcomes. Staff will have the opportunity to attend courses which will support each of the units of work from the QCA documents.

6. Leadership and management roles

The art co-ordinator is responsible for the planning and the management of the subject and the provision of materials and equipment. The Headteacher is ultimately responsible for the implementation of the art and design policy. One of the governors takes specific responsibility for art and design and works with the co-ordinator on review and development.

7. How attainment and progress will be monitored, evaluated and assessed

The assessment of art and design is based on the N.C. Level Statements. Work is planned so that there are 3 levels of expectation, one for the majority of the class, one for the more able, and one for the less able. A small portfolio will be kept of work that exemplifies a range of work and different standards from each unit. The folder is used to set standards of expectation matched to the level descriptions. Staff are made aware of the skills, knowledge and understanding of art using this portfolio as exemplification. The co-ordinator is responsible for monitoring the range and standard of work in art and design. The Headteacher and governor with curriculum oversight will monitor the implementation and effectiveness of the art and design policy and planning. Where standards are less than expected, the co-ordinator will identify the reasons and take responsibility for remedial action. Assessment of children will take place mostly in lesson time, by discussing work with pupils and the feedback given by teachers. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness and learning outcomes of the scheme of work.

The policy will undergo a review each year.