

# **ART & DESIGN POLICY**

## **MISSION STATEMENT**

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

## **1. AIMS OF ART & DESIGN AT ULEY SCHOOL**

We aim to provide the necessary opportunity for children of varying abilities and ages to fulfil their maximum potential through Art & Design. We aim to provide a range of practical and theoretical experiences and to record these in accordance with the requirement of the National Curriculum. The aims of Art & Design at Uley are:

- ◆ to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- ◆ to develop creativity and imagination through a range of complex activities;
- ◆ to improve the children's ability to control materials, tools and techniques;
- ◆ to increase their critical awareness of the roles and purposes of Art and Design in different times and cultures;
- ◆ to develop increasing confidence in the use of visual and tactile elements and materials;
- ◆ to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers

## **2. SCHOOL POLICY AND THE NATIONAL CURRICULUM**

The school will teach Art & Design to all children, whatever their ability. No assumptions will be made as to Art & Design on the basis of gender, background, disability or religion. This policy will endeavour to outline the processes and practice used in school to implement National Curriculum requirements.

The school will not charge for renewable resources used in school by children.

### 3. SAFETY

Art & Design is a “hands on” activity utilising various materials which may be potentially harmful. All staff must identify any dangers and be safety conscious at all times. Safety issues should be indicated on termly planning.

Accidents have many causes: poor preparation; lack of knowledge or expertise; carelessness; bad habits; inappropriate behaviour. They can occur during Art & Design activities.

The following list is not exhaustive, but should be borne in mind when planning an activity:

- ◆ The place where the activity will take place – ‘the working environment’ must be safe for participants and onlookers.
- ◆ The equipment – tools and materials must be stored safely. Access must be limited to those materials intended for the children’s use. Tools and equipment must be stored safely and maintained in a safe condition.
- ◆ Ensuring protective clothing is worn where appropriate.
- ◆ Aerosol cans must be stored in the Stock Room on the top shelf marked “Hazardous Goods”. When being used in class there must be individual staff attention. Staff must be aware of the potential health hazard and fire risk and ensure adequate ventilation when in use.
- ◆ Ways of working – children are to be taught to use tools safely and to adopt safe practices. A safety culture should be engendered in the children.
- ◆ First Aid – a simple kit should be readily available.
- ◆ Safety Rules – should be established and enforced. Safety is not just something for children, teachers should set an example of good practice.
- ◆ Well-planned procedures should be in place for class management throughout the lesson.
- ◆ Resources should be accessible to children as and when required.

### 4. TEACHING AND LEARNING STYLE

4.1 The school uses a variety of teaching and learning styles in Art & Design lessons. Our principal aim is to develop the children’s knowledge, skills and understanding in Art & Design. We ensure that the art of investigating and making something includes exploring and developing ideas and evaluating and developing work.

4.2 We recognise the fact that we have children of differing ability in all our classes. We provide suitable learning opportunities for all children using a range of strategies to meet their varying needs.

#### 4.3 Framework

The range and balance of children’s experiences in Art & Design are provided by a variety of means:

- ◆ setting common tasks that are open-ended and can have a variety of responses;
- ◆ by working individually, or collaborating with others, in pairs or in a group situation;
- ◆ by providing a range of challenges (including I.C.T.) effectively, e.g. tools, a variety of materials, books, sketch books, pictures, school environment and computers;
- ◆ using a variety of activities and techniques to develop practical skills and an understanding of theory to learn about the work of famous artists;
- ◆ by using additional adults to support the work of individual children or small groups;
- ◆ by teachers drawing attention to good examples of individual performance as models for other children;
- ◆ by encouraging children to evaluate their own ideas and methods and the work of others and say what they think and feel about them.

#### 4.4 Skills and Concepts

The major areas of skill to be developed in Art & Design are:

- i) Exploring and developing ideas.
- ii) Investigating and making art, craft and design.
- iii) Evaluating and developing their work.
- iv) Knowledge and understanding of Art & Design.

We list here particular skills to be achieved:

- ◆ Pupils need to know that many of the same skills can be used in working with different materials.
- ◆ Pupils need to be able to draw, paint, print, work in 3D and work with textiles in a variety of scales.
- ◆ Pupils need to understand the concepts of line, form and shape, colour and tone, pattern and texture.
- ◆ Pupils should understand and appreciate Art & Design in a variety of genres and styles from a variety of cultures – western and non-western.
- ◆ Pupils should have an opportunity to evaluate their own and others' work.
- ◆ Pupils should be able to record observations from direct experiences of the natural and made environments.
- ◆ Pupils should be encouraged to respond to memory and imagination.
- ◆ Pupils need to observe and discuss examples of famous artists and their techniques.
- ◆ Pupils should represent in their own work their understanding of the theme or mood of a work of art.
- ◆ Pupils need to develop specialist vocabulary to describe their work and know what it means.
- ◆ Pupils should be able to compare different kinds of Art & Design and their purpose.

## **5. ART AND DESIGN CURRICULUM PLANNING**

- 5.1 Art & Design is a foundation subject in the National Curriculum. At Uley School we use the Programmes of Study for Key Stage 1 and Key Stage 2 as the basis for our curriculum planning in Art & Design. (see Appendix 1).
- 5.2 We carry out the curriculum planning in Art & Design in three phases: long-term, medium-term and short-term.
- 5.3 Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we will teach. We aim to ensure an appropriate balance and distribution of work across each term. The Art & Design Co-ordinator is responsible for reviewing these plans.
- 5.4 Class teachers complete a daily plan for each Art & Design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons and an evaluation of the lesson. The class teacher keeps these individual plans, and the class teacher and Art & Design Co-ordinator discuss them on an informal basis.
- 5.5 We plan the activities in Art & Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression so that there is an increasing challenge for the children as they move up through the school.

## **6. ASSESSMENT AND RECORDING**

- 6.1 We assess the children's work in Art & Design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum levels of attainment. Individual pupil needs will be accommodated. The teacher uses this information to plan future work for each child. The teacher also makes an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.
- 6.2 The class teacher keeps evidence of dated children's work in folders, class sketch-books R – Y6. These demonstrate what the expected level of achievement is in Art & Design in each year of the school. The Art & Design Co-ordinator oversees the above.

## **7. MONITORING AND REVIEW**

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design Co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of Art & Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **8. CROSS CURRICULAR**

We do not see Art & Design as a separate part of the curriculum, but as an integral component. There is considerable cross-curricular activity through both Key Stages and the Foundation Stage.

## **English**

Art & Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

## **Mathematics**

Art & Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

## **Information and Communication Technology (ICT)**

We use ICT to support Art & Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using cameras to record their observations. Children use the Internet to find out more about famous artists and designers.

## **Personal, Social and Health Education (PSHE) and Citizenship**

Art & Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

## **Spiritual, Moral, Social and Cultural Development**

The teaching of Art & Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

## **9. THE FOUNDATION STAGE**

We encourage creative work in the reception class as this is part of the Early Years Foundation Stage. We relate the creative development of the children to the objectives set out in the EYFS Guidance, which underpin the curriculum planning for children aged nought to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give

them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## **10. RESOURCES**

We have a wide range of resources to support the teaching of Art & Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Storeroom. This room is not accessible to children.

It is the responsibility of class teachers to ensure that resources are safely stored, adequate for the lesson and in good condition. Art & Design materials should be accessible to children as and when required. Teachers should review Art & Design materials at the end of a unit and in advance of a new unit. They should notify the Art & Design Co-ordinator if specific resources are required.

## **11. OTHER OPPORTUNITIES FOR ART & DESIGN AT ULEY SCHOOL**

With our aim to provide a range of practical experiences, we provide our children with a variety of opportunities to extend their Art & Design education:

- ◆ Visits from local artists
- ◆ Visits to art exhibitions
- ◆ Projects with Prema Arts Centre
- ◆ Art Exhibitions
- ◆ Blocked Art & Design days
- ◆ Using Art & Design to improve our environment
- ◆ Art & Design focus in sharing assemblies.

**This policy will be reviewed and updated in line with the School Improvement Plan.**

Written: November 2002  
Reviewed: November 2008  
Reviewed: October 2011

## KEY STAGE 1 – PROGRAMME OF STUDY

### KNOWLEDGE, SKILLS AND UNDERSTANDING

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

#### Exploring and developing ideas

1. Pupils should be taught to:
  - a) record from first-hand observation, experience and imagination, and explore ideas;
  - b) ask and answer questions about the starting points for their hard work, and develop their ideas.

#### Investigating and making art, craft and design

2. Pupils should be taught to:
  - a) investigate the possibilities of a range of materials and processes;
  - b) try out tools and techniques and apply these to materials and processes, including drawing;
  - c) represent observations, ideas and feelings, and design and make images and artefacts.

#### Evaluating and developing work

3. Pupils should be taught to:
  - a) review what they and others have done and say what they think and feel about it;
  - b) identify what they might change in their current work or develop in their future work.

#### Knowledge and understanding

4. Pupils should be taught about:
  - a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space;
  - b) materials and processes used in making art, craft and design;
  - c) differences and similarities in the work of artists, craftspeople and designers in different times and cultures (for example: sculptors, photographers, architects, textile designers).

#### Breadth of study

5. During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- a) exploring a range of starting points for practical work (for example: themselves, their experiences, stories, natural and made objects and the local environment);
- b) working on their own, and collaborating with others, on projects in two and three dimensions and on different scales;
- c) using a range of materials and processes (for example: painting, collage, print making, digital media, textiles, sculpture);
- d) investigating different kinds of art, craft and design (for example: in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet).

## **KEY STAGE 2 – PROGRAMME OF STUDY**

### **KNOWLEDGE, SKILLS AND UNDERSTANDING**

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

#### **Exploring and developing ideas**

1. Pupils should be taught to:

- a) record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes;
- b) question and make thoughtful observations about starting points and select ideas to use in their work;
- c) collect visual and other information (for example images: materials) to help them develop their ideas, including using a sketchbook.

#### **Investigating and making art, craft and design**

2. Pupils should be taught to:

- a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work;
- b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques;
- c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

#### **Evaluating and developing work**

3. Pupils should be taught to:

- a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- b) adapt their work according to their views and describe how they might develop it further.

## **Knowledge and understanding**

4. Pupils should be taught about:
  - a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes;
  - b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions;
  - c) the roles and purposes of artists, craftspeople and designers working in different times and cultures (for example: Western Europe and the wider world).

## **Breadth of study**

5. During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
  - a) exploring a range of starting points for practical work (for example: themselves, their experiences, images, stories, drama, music, natural and made objects and environments);
  - b) working on their own, and collaborating with others, on projects in two and three dimensions and on different scales;
  - c) using a range of materials and processes, including ICT (for example: painting, collage, print making, digital media, textiles, sculpture);
  - d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions (for example: in original and reproduction form, during visits to museums, galleries and sites, on the internet).