

LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

ART AND DESIGN POLICY

Member of staff responsible	Arts Team Leader
Governor responsible	
Committee responsible	Performance
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Date discussed with pupils	N/A
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1:0	27.02.08	Date omission and front cover
1:1	17.02.11	Remove quotes and add key skills sheet
1:2	06.01.14	Minor changes
1:3	16.02.17	Updated to include both sites

Art and Design Policy

Rationale

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse role and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Aims:

- To provide activities which nurture enjoyment, excitement and interest in art and design through first hand experience and throughout life
- To develop imagination and design capability
- To develop means of communicating ideas and feelings both verbally and visually
- To develop competency through exploration of a wide variety of art media and techniques
- To develop pupil's understanding and knowledge of art through drawing, painting, printing, 3D form, textiles and clay and observing the work of artists and craftspeople to build upon their own techniques within these areas
- To develop children's skills within the use of line, colour, tone, texture, pattern, shape and form.
- To broaden awareness of ideas and methods used in different styles and traditions and encourage personal responses to these and practical experimenting of such techniques
- To show respect and discuss feelings and responses to world and historical art sensitively when observing for art beyond personal experiences
- To develop a critical eye responding to their own work and the work of other artists
- To work with care, selection, use and organisation of appropriate equipment.

Organisation of Art and Design in our schools:

All National Curriculum requirements have been met in teaching Art and Design. Our children are taught the Knowledge, Skills and Understanding through:

<p>KS1</p> <ul style="list-style-type: none">• Exploring a range of starting points for practical work• Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales• Using a range of materials and processes• Investigating different kinds of art, craft and design.	<p>KS2</p> <ul style="list-style-type: none">• Exploring a range of starting points for practical work• Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales• Using a range of materials and processes including ICT• Investigating art, craft and design in the locality and in a variety of genres, styles and traditions.
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The following table shows the areas which are studied within Art and Design.

Drawing	Painting	Printing	Clay	Textiles	3D Form
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Teachers take each element and develop a range of activities which build upon the skills of the children. Colleagues decide for themselves the amount of detail they place into each element each term. They may decide to focus upon one element every half term, or touch on each one during a term to support cross curricular links. Within each unit, teachers will make clear links, and plan specific activities to develop the children's knowledge and skills of line, colour, tone, texture, pattern, shape and form. Teachers understand through the progression of art skills within the scheme of work where their children should be by the end of the year, and use this knowledge to match their plans to the needs of their cohort in a flexible planning approach.

During KS1, pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in the environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During KS2, pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They became more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Effective Teaching and Learning in Art and Design

A progression of key skills, written by Chris Quigley, has been adopted across the school to ensure that children achieve the objectives set out in this policy. Class teachers understand the skills which their children must have acquired by the end of a year to support achievement in Art and Design skills.

The role of the class teacher is to make plans which effectively take account of their children's needs, the progression through the key skills and their starting knowledge of the area being studied. The progression of key skills allows teachers to see the artistic journey which their children have made previously, the level they should be working at, and the next stage in their journey in using specific materials, investigating properties of materials, evaluating their own work and that of others, alongside developing work in the light of evaluation and using knowledge and understanding of the work of others to influence their own design work.

Art and Design must be made accessible to children and support all individuals to achieve their full potential. This is achieved by using a range of activities which incorporate the children's preferred learning style. To this end, planning for each year group must include opportunities for visual, auditory and kinaesthetic activities within meaningful art and design tasks.

For example when studying the 1960's, children can use a wide variety of stimuli to support their own developing art work:

- Observing the work of key artists of the period and their reasons for producing work in this way (Warhol and Lichtenstein).

- Using the techniques of Warhol to produce their own portraits, including large scale art work.
- Research symbols from the period and use this work to influence 3D form (eg developing 3D wire flowers, observational drawing of flowers to develop tonal and colour qualities).
- Observing the fashion of the period, the style, design and colour of clothing, applying this knowledge to own design projects (eg wax batik and tie dye of material to make own shirts within DT).
- Using ICT, including web based support, to research and present their own projects investigating the work and legacy of leading artists and designers from the period (Mary Quant, Laura Ashley, Andy Warhol and Roy Lichtenstein).
- Be able to argue their point of view effectively when observing and evaluating the contribution of works of art and artists using evidence to justify their ideas and opinions (PSHE).

Topics planned across the school reflect such cross curricular links and support our children in seeing the topic as part of a whole.

Memorable events, such as fashion shows, class exhibitions and themed school exhibitions allow children to observe the work of others throughout the school and to see their completed work in a published capacity. Children are able to talk about their own art work, and discuss where their ideas came from, how they developed them and improved them as the project developed. Children see art as an enjoyable subject, and look forward to placing their skills into a range of finished projects. Teachers therefore ensure that skills feed into end projects and plan for this using time effectively to complete all areas of study. Class trips to museums and galleries, drama productions where scenery is designed and produced by the children and extraordinary experiences (such as fashion shows and exhibitions) have proven to have a longer effect on the children's knowledge of the areas being studied than specific skills led sessions. Opportunities for such events should be incorporated into medium term planning to ensure that effective learning takes place in Art and Design and children have opportunities for more creative use of the skills which have been taught to them.

Assessment of Art and Design

In planning creatively, a range of strategies are employed to assess the level of children's knowledge, skills and understanding of the topic area and of the key skills being developed.

Teachers assess Art and Design on a regular basis. When planning topics, teachers use the Art and Design key skills to ensure that their plans meet the needs of the children and will challenge and expand upon their artistic knowledge and skills within the main elements of art.

Gifted and Talented

In using the progression of key skills, teachers are supported in recognising children who have ability within Art and Design. Children with such ability should be placed on the Gifted and Talented Register and plans should take account of their needs. Links with KS3 will also be made to provide extra support.

Race

Art and Design is in itself a vehicle for exploring a variety of cultures with different sets of attitudes, values and beliefs. Our children explore a range of cultural art styles within their journey through the school. They observe the way the work was completed and the significance of the work to the values placed upon it by individual cultures, thus ensuring children are empathetic towards what is being studied - whilst using what they have studied to develop a broader understanding of Art and Design, impacting upon their own skills. Therefore, within creative planning, cultural art and artists can be drawn upon to explore and develop specific skills, ensuring an appreciation of how art has developed, the reasons for it, and the beliefs held by different cultural and historical groups.

Equal Opportunities

In teaching Art and Design, teachers should take specific action to respond to pupil's diverse needs by:

- a) Creating effective learning environments
- b) Securing motivation and concentration
- c) Providing equality of opportunity through teaching approaches
- d) Using appropriate assessment approaches
- e) Setting targets for their learning.

Resources

An audit of resources is undertaken by the Subject Lead. Resources are purchased to impact upon standards and variation of art projects as planned for by class teachers and targets with the SDP. This is done in collaboration with governors, class teachers and teaching assistants.

This policy is to be cross-referenced with A Policy for the Arts.

