

Flakefleet Primary School



Art and Design Policy

Policy Aims

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

The objectives of Art and Design are:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Teaching and Learning

The school uses a variety of teaching and learning styles in Art and Design lessons. Lessons are planned to develop the children's knowledge, skills and understanding in Art and Design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Small focussed groups work on specific objectives from the Lancashire KLIPS or Key Learning documents. Teachers draw attention to good examples of individual performance as models for the other children. Lessons are planned to allow children opportunity to evaluate their own ideas and methods, and the work of others.

We give children the opportunity within lessons to work on their own, and collaborate with others, on projects in two and three dimensions and on different scales. Additional activities are planned to allow children to participate in external art competitions. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Use of Sketchbooks

Sketchbooks are used in Key Stage 2 to regularly record, collect and explore ideas and images and other information relevant to current and on going work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes.

The contents of the sketchbook could include:

- A record of what has been seen

- Preparatory studies for future work
- The development of ideas for further study
- A record of the development of basic skills
- Photographs and other illustrative material to support on going work
- Colour schemes and trials
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Curriculum Planning

Art and Design is planned within the school's creative curriculum. Lessons are planned from the new National Curriculum 2014. In order for the objectives to be met staff can use the KLIPS and Key Learning documents. The KLIPS and Key Learning documents outline the elements, techniques and processes for each year group.

Use of ICT

We use ICT in art teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in art at both Key Stages. Children use digital media as a way to record and evaluate their work. There are specific Art skills, which involve the use of ICT equipment such as manipulating digital images and creating designs in paint programmes. The Internet can be used to investigate and retrieve information about famous artists and their work. Teachers use equipment such as visualisers and I Pads to enhance the teaching of key skills.

Foundation Stage

We teach Art in Foundation Stage as an integral part of the topic work covered during the year. We relate the Art element of the children's work to the objectives set out in the Early Year's Foundation Stage curriculum (EYFS) which underpin the curriculum planning for children aged three to five. Art makes a significant contribution to the EYFS objectives of Expressive Arts and Design.

Cross Curricular

English

Art and 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 and Design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three

dimensions.

Personal, Social and Health Education (PSHE) and Citizenship

Art and 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.

SEN

We enable pupils to have access to the full range of activities involved in learning Art. If progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process examines a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Work is matched to the children’s needs by using the skills progression document.

Assessment

We assess children’s work in Art by making informal judgements as we observe them during each Art lesson. On completion of a piece of work the teacher marks the work and comments as necessary. At the end of a unit of work the teacher makes a summary judgement about the work of each pupil – whether they have yet to obtain, have met or have exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. During the unit of work pupils are encouraged to use peer and self-assessment.

Art and Design Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Collage and Textiles	Printing	Painting	Drawing	Painting	Collage
Year 2	Lowry Drawings and Lowry Collage		Painting camouflage		African Sculpture, African Masks, Colour mixing	
Year 3	Digital media-name collage. Selfie self portraits	Stone Age clay pot. Cave paintings.	Field sketch- pencil. Rainforest drawing and painting.		Clay- Tutankhamen death mask. Egypt sunset wash, silhouette pictures.	
Year 4	Collage	Digital Media	3D designs and models	Kandinsky-colour mixing	Sketching-still life animals	Clay-Viking pots
Year 5	Painting in the style of Robert T McCall, graphics package to manipulate images.	William Morris-print using natural materials		Clay- Terra cotta army		Landscapes and animals.
Year 6	North America	The Maya	Animals			Friedensreich Hundertwasser

Resources

A basic range of materials will be available in each classroom but the majority of resources are stored centrally. Stock is monitored on a half termly basis. Foundation Stage have their own bank of resources as it forms part of continuous provision.

Subject Development, Monitoring and Review

The subject leader monitors standards, annually, by sampling pupils' work across the age ranges. Whole school art competitions also provide a portfolio of evidence. The subject action plan details the area of focus for work samples.

Staff Development

A number of external courses are available to staff. The subject leader will determine the developmental needs of the school in Art and will subsequently liaise with Mr Sumner to organise training.

Related documentation:

- *Learning and Teaching Policy*
- *Assessment Policy*
- *Special Educational Needs Policy*
- *Able, gifted and talented Policy*
- *Planning Documentation*
- *Monitoring and Evaluation Timetable*
- *KLIPS*
- *Key Learning Documents*

Review:

This Policy is to be reviewed annually by the Governing Body.

Date for Annual Review ...July 2018