

## **Sidmouth Primary School**

### **A CURRICULUM POLICY FOR ART AND DESIGN**

**Date Approved Spring 2007**

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#### **INTRODUCTION**

1. Art and design is a foundation subject in the national curriculum and work within the school is directly based on the published programmes of study for Key Stages 1 and 2. This policy outlines the purpose, nature and management of the art taught in our school.
2. The school policy for art and design reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body.
3. The implementation of this policy is the responsibility of all teaching staff.

#### **THE NATURE OF ART**

Art, craft and design are important elements within the creative and aesthetic area of experience. It provides pupils with opportunities to explore the world of thoughts and feelings and to express their “ideas” in ways which are powerful alternatives to the written word. Art is the expression of ideas, thoughts and feelings through sensory experience in a variety of two and three dimensional media. Art is also concerned with the development of visual perception and visual literacy: to enable understanding and appreciation of art from a variety of cultures, styles and periods through time.

#### **AIMS**

1. Our main aim is to develop a sense of enjoyment, self- esteem and achievement in making art.
- 2 To develop skills in handling materials and processes in art.
- 3 To develop visual skills by looking closely, recording and analysing aspects of the world.
4. To develop skills in using and handling the visual elements of art (colour, tone, line, pattern, texture, shape, form and space.)
5. To develop the ability to design and make artefacts.

6. To enable pupils to become visual literate, to develop a visual language and to use and understand visual communications with confidence.
7. To develop the powers of imagination, originality and personal expression.
8. To develop the ability to communicate ideas, opinions and feelings about their own work, that of others and the work of artists and designers.
9. To develop the pupils' ability to value the contribution made by artists, craft workers and designers and the impact they make on society and the environment.

## ENTITLEMENT

1. All children will be taught the skills and knowledge of art as outlined in the programmes of study in the national curriculum for art and design. The general requirements for the programmes of study are for a balanced programme of art activities which build on previous work and achievements. Teaching should ensure that 'investigating and making' includes 'exploring and developing work'. Knowledge and understanding should inform this process.
2. To identify and exploit all suitable opportunities to develop art and design as an entitlement for all pupils.
3. Foundation stage children have the same access to the art curriculum as Key Stage 1 children, with an emphasis on the tactile use of materials.
4. Art areas will be provided where all children have easy access to a full range of tools, materials and resources.

## IMPLEMENTATION

1. All teachers will be responsible for the planning and teaching of art. Activities are planned by class teachers with due regard to pupils' previous experiences, attainments and ability. Activities in Key Stage 2 are based on the Q.C.A. schemes of work. Teachers are free to adapt the units to fit the interests and abilities of the children or to link with other subjects. In the Foundation Stage and Key Stage 1 activities are linked to topics.
2. Drawing and painting are central to art activities; therefore all children will have the opportunity to use a range of tools and materials for drawing including a range of pencils, crayons, pens and pastels. All children will be introduced to the basic skills in painting through experience with a range of brushes, including found items, paints and surfaces. All children will have opportunity to develop their colour mixing skills. At this school all children will have regular opportunities to draw and paint from direct observations of the environment.
3. Sketch books are introduced in Year 3 and used throughout Key Stage 2. Pupils use sketch books not only to collect ideas but to plan and evaluate design intentions.
4. Cleaning of equipment should become an integral part of the art lesson.

5. All children are given the opportunity to undertake a balanced programme of 2 and 3 dimensional art activities which give children access to the traditions and language of art.
7. Children's work is displayed alongside the work of other artists. Children are involved in the selection, evaluation and display of art work.
8. Art activities are both discrete and integrated with activities in other curriculum areas particularly technology, ICT, and history. Opportunities to develop art skills through other areas of the curriculum are encouraged.
9. Children are introduced to and encouraged to discuss examples of art in varied genres and styles from a variety of different cultures and periods of art.
10. Active Art is used in both Key stages to support teaching and learning.
11. All teachers are responsible for ensuring that classroom helpers are conversant with the schools art policy.

## GROUPING AND DIFFERENTIATION

1. Children will be taught in their normal class group. Teachers plan a balance of individual, group and whole class work.
2. A variety of methodologies appropriate to the subject will be employed and that these might range from using didactic and structured teaching to using investigative methods and systems to pursue ideas and solve problems.
3. Differentiation can be achieved either by outcome or task as appropriate to individuals' needs, abilities or interests. Teachers can give more support by: repeating explanation, more direction, allowing more time, simpler individual tasks at the appropriate skill level. Most aspects of the curriculum are repeated and children will to some extent approach the work at their own level. Teachers should look at which skills children will need and teach these as practice if necessary. Where children have special ability it may be necessary occasionally to differentiate by task to challenge the more able.
4. Children with special needs are given extra opportunities to use art to develop sensory perception, expression and to build confidence.

## ASSESSMENT

1. Assessment is based on the level descriptions for the attainment target for art and design as set out in the National Curriculum document.
2. Children's progress and achievements in art will be reported to parents on the end of year reports.
3. The Q.C.A scheme of work indicates objectives that can be used to aid assessment. Assessment should be made after each unit.
4. Drawing and painting assessment development records for age 3 - 11 years, art vocabulary checklists are available for teachers to use.

5. In KS1 portfolios are kept of each child's art work. In KS2 sketch books are introduced in Year 3 and passed on to the next teacher. Both of these showing evidence of research, experimental and range of techniques, styles and media used, as well as being a guide to a pupils progress.
6. Pupils will be encouraged to make personal assessment of their own work and express opinions about other children's art work.
7. Through regular sharing and discussion about children's work the art co-ordinator will assist teaching staff in ensuring standardisation of assessment procedures.
8. Children with special ability will be put on the Gifted and Talented Register.

## **ROLE OF THE ART CO-ORDINATOR AND MONITORING**

1. Teachers can ask the art co-ordinator for advice on activities, organisation, background knowledge, resources and assessment.
2. From time to time the co-ordinator will look at pupils' work in the subject to assess and ensure progress. The co-ordinator will disseminate all relevant information and act as a constant source of reference. Attention will be drawn to relevant courses and staff will be encouraged to attend. Other interested members of staff will be encouraged to take a lead.
3. Staff will be involved in reviewing the art policy.
4. This policy was informed by reference to the statutory orders and non-statutory guidance of the national curriculum document for art and design and Q.C.A. art and design documents.

## **HEALTH AND SAFETY**

The Q.C.A scheme gives health and safety advice on each activity.

1. All children are taught the safe and appropriate use of equipment and materials.
2. All children must wear protective clothing during an art lesson.
3. Needles and pins - young children should use needles with round points. Be careful to pick up dropped needles and pins.
4. Use round ended scissors.
5. Batik should not be attempted.
6. Irons should not be used
7. Spilt water should always be mopped up immediately to avoid the danger of children slipping.
8. Skin contact with dye should be avoided.
9. Clay itself presents no dangers but it is wise not to let the material dry out so that it becomes dusty. It is recommended that clay is removed from the classroom while it dries.
10. Wallpaper paste contains fungicide - children should be warned and should wash their hands after use for papier mache.

## RESOURCES

1. Art materials are kept in the art room and teacher resource room.
2. Posters, picture packs are kept in the art cupboard in the upstairs hall – KS2 block.
3. Art areas in classrooms are organised with basic art materials for drawing and painting, scissors, glue and a range of papers.
4. Teacher's resource books, selection of cards, small posters, artefacts, natural resources, framed works of art, picture packs and art activities files by Hull Education Services are in the teacher resource room.
5. Original and reproduction works of art can be loaned from the museum service.
6. Artists and designers working in the community will be encouraged to visit the school.
7. Visits to studios, museums, galleries.
8. Textiles, sewing materials and tools are in the cupboard in the teacher resource room.

## ART AND DESIGN AND ICT

Opportunities to use ICT in ways that will enhance children's learning in art and design are indicated in the Q.C.A. art and design units. The use of ICT can help children's learning in art and design by;

1. Providing additional equipment and tools to help them produce and manipulate images and play with ideas and possibilities for the creative use of materials and processes. All children are given opportunities at each stage to use computer graphics.
2. Extending the possibilities for recording, exploring and developing of their ideas for practical work in an electronic sketchbook.
3. Making it possible for them to document the stages in the development of their ideas electronically, share this with others and review and develop their work further.
4. Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers.
5. Extend the possibilities for sharing their work with others via e-mail or developing a school gallery on a web site;
6. Many units may be enhanced by source material from a CD - ROM (i.e. Encarta) or the Internet (i.e. museum sites).

The Q.C.A documents give suggestions as to where ICT could be used in art and design.

Unit 1.A. Link to unit 2.B. 'Creating pictures' in the ICT scheme of work. Use a digital camera to photograph a friend and scan an image into the computer. Investigate mark making using ICT tools including flood fill and spray tools. Use these effects to make portraits to show feelings. Use Colour Magic to manipulate an image. Use a printer to print out different versions of an image.

Unit 1.B. Use Colour Magic to make repeating patterns.

Unit 1.C. Use Colour Magic and My World to create pictures.

Unit 2.A. Link to unit 1.A 'An introduction to modelling' in the ICT scheme. Children create their own representations of real or fantasy situations. Use photography and other recording media to explore their surrounding.

Unit 2.B. Use Colour Magic to make repeating patterns. Use My World to create shape pictures.

Unit 2.C Use a digital camera to photograph local buildings - to record visual qualities of shape, pattern and decoration. Use a scanner.

Unit 3.A. Use CD ROMs, Internet to find information. Use ICT tools to create portraits showing feelings such as anger, fear or joy.

Unit 3.B. Link to unit 4.B. - 'Developing images using repeated patterns 'in the ICT scheme of work. Create their own patterns using a computer paint package with a range of repeat, rotate and edit features.

Unit 3.C. Use CD ROMs, Internet to find examples of sculpture. Use ICT to incorporate simple effects such as lights and simple movements in their sculpture.

Unit 4.A. Experiment with photographic or film making techniques. Use digital camera or video.

Unit 4.B. Investigate line making using ICT tools. Use CD ROMs, Internet to find information.

Unit 4.C. Use line making tools. Experiment with different ways of using lines- take a line for a walk, create shapes and patterns.

Unit 5.A. Visit the National Gallery's website.

Unit 5.B. Visit websites for information and visual material - the Crafts Council, the British Museum, Contemporary Applied Arts.

Unit 6.A. Link to Unit 6A Multimedia presentation in the ICT scheme of work. Use e-mail to share sound, text and graphic attachments with other schools.

Unit 6.B. Take photographs of each other, scan into the computer and manipulate them to create simple animation. Add appropriate sounds.

Unit 6.C. Use CD ROMs, the Internet to collect visual and other information about landscapes. Scan photographs of the local area on to a disk to provide a reference source for the unit.

Visit Hull museums and art gallery web sites.