

# Sherborne Abbey CE VC Primary School

## Art and Design Policy



### Introduction

This policy outlines the teaching and learning of Art and Design and was revised in March 2013. This policy will be reviewed every 2 years by the co-ordinator. The implementation of the policy is the responsibility of the teaching staff and will be monitored by the co-ordinator and the Headteacher.

### **Aims and Objectives**

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. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical designs. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has on the contemporary life and that of different times and cultures.

The aims of art and design 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 communicate their ideas and feelings through a range of materials, tools and techniques.
- To increase knowledge and understanding of the role and purpose of art and design in different times and cultures.
- To provide children with visual, tactile and sensory experiences to develop and enhance their experiences of the world.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To develop increasing confidence to evaluate their work in order to develop future work.

## **Implementing Art and Design**

### **Cross Curricular Links**

Art is inextricably linked with other curriculum areas. Pupils will be individually or collectively evaluating and discussing their work, whether orally or by written statement. They will be practising the developing research skills through the gathering, abstracting, summarising, reading and recording of information. Pupils will be realising the value of the cultural heritage of this and other societies, both past and present. They will be developing an understanding of technological process in relation to Art and Design activity and will be able to appreciate the relationship between that activity and industry and commerce.

### **Organisation**

Children will be taught throughout the Primary age range mostly by their class teacher and sometimes by artists. Art may be taught through topics and subject specific lessons.

Children will be taught through group work and whole class teaching, which may be blocked or taught weekly.

Class teachers will be responsible for planning and developing their own units of work using key skills from the skills progression list (Chris Quigley)

### **Teaching and Learning Styles**

Children should be exposed to a variety of teaching and learning methods including:

- Individual and group exploration
- Independent learning (child chosen media)
- Discussion/exchange of ideas/question and answer sessions
- Use of books, posters, photographs, models, artifacts etc.
- Opportunities for visits and visitors to stimulate and reinforce children's understanding, perception and application of knowledge and skills.

### **Learning Outcomes**

All pupils will be observing, recording and expressing the natural and manufactured world, through a variety of media. Pupils will be developing practical skills, making choices and developing informed critical awareness of their environment. They will be experiencing a variety of works of Art and Design and discussing their value and investigating the relationship between visual art, associated art forms and other curriculum areas.

## **Foundation Stage**

In the Foundation Stage art is taught as an integral part of the topic work covered during the year, as well as developing basic skills. Aspects of art within the children's work is related to the objectives set out in the Early Years Goals (ELG's) which underpin the curriculum planning for children aged 3 to 5. Art makes a significant contribution to the creative development of the child by allowing them to explore colour, texture, shape, form and space, responding to what they see, touch and feel, and express their ideas by using a widening range of materials and tools. It further supports the other areas of the curriculum through the choices the children make and the exploration and language.

## **Special Needs**

All children will be encouraged and supported to develop their artistic capabilities through a range of materials and media. We recognise the importance of identifying specific difficulties that individual may have so that appropriate teaching and organisation strategies may be adopted.

## **Assessing and Reporting**

When making judgements about the children's achievement and progress, teachers should refer to the skills progression for Art and Design (Chris Quigley). An annual report is sent to parents which includes comments on children's progress and effort in art and design.

A selection of children's work should be kept in personal art folders for assessment purposes. Pupils should participate in some self-assessment with their teacher and should be able to choose pieces of work for their portfolio and justify that choice.

## **Recording Pupils**

Children should be encouraged to use a variety of methods to record ideas and findings including:

- Photographs
- Models
- Sketches
- Plans and mock ups
- Prints
- Verbal and written accounts
- Paintings

All children in Key Stage 2 should keep a sketchbook of drawings, prints, photographs, ideas and evaluations etc. This book acts as an effective way of monitoring progress and can also be used for assessment purposes. Key Stage 1 have art books for planning and practising skills.

### **Resources**

Most classes are equipped with basic Art and Design equipment, e.g. paper, card and paint/paint brushes, which is purchased from their class budget.

All other materials are stored in the art cupboard.

### **Health and Safety**

The safety of children is the responsibility of the class teacher. Teachers will always teach the safe use of tools and equipment and insist on good practice.

Craft knives may be used by responsible juniors under direct supervision. Children may use high temperature glue guns in Year 6 under direct supervision, provided there is no other joining technique. All children may use low temperature glue guns. Varnish and solvent-based glues can only be used by adults in outside areas and must not be stored on the premises. Spray paints must be used outside. Long hair should be tied back and clothing secured and protected.

Please see separate Risk Assessment for Art and Design

**Cindy Douch**

**Art and Design Co-ordinator**

**March 2013**

**To be Reviewed March 2015**