



Art & Design Policy

ART AND DESIGN POLICY

The purpose of this document is to give an overview of Art and design at St Bartholomew's school. It covers the general principles and teaching methods involved. Teaching and learning are implemented by the staff and monitored by the Art and Design Co-ordinator (VP).

1. Aims and Purposes

Art and Design offers opportunities to:

- Produce creative work, exploring ideas and recording experiences.
- Become proficient in drawing, painting, sculpture and 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.

2. Values and Attitudes

Art and Design offers pupils opportunities to:

- Find expression and satisfaction through drawing, painting, sculpting and modelling.
- Value and respect the work of others and offer encouragement and praise.
- Value their own work and ideas and have the confidence to follow their own vision.
- Listen to advice and learn from others.
- Work co-operatively, sharing ideas, skills and materials.
- Value, care for and respect tools, materials and equipment.
- Value the natural and man-made environment, including the distinctiveness of the locality, and learn to use it to explore art and design opportunities.
- Appreciate the range and diversity of art and design in other cultures.

3. Content

Key Stage One:

During Key Stage One, Art and Design is all about developing the pupil's creativity and imagination through drawing, painting and sculpture.

- Pupils explore and experiment with a range of natural and made materials, in which to design and make products.
- Pupils begin to understand the key elements of line, colour, pattern, texture and structure.
- Pupils learn how to handle materials and tools in order to produce the most satisfying outcomes and to make the most of resources.
- Pupils are made aware of the role of artists and crafts makers and designers describing differences and similarities between different practices and disciplines.

Key Stage Two:

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- Pupils create sketchbooks to record their observations and use them to review and revisit ideas.
- Pupils improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Pupils find out about great artists, architects and designers in history.

4. Planning

At St Bartholomew's school planning at both Key Stages should reflect the knowledge, skills and understanding detailed in the Programmes of Study for Art and Design in the revised National Curriculum for Key Stages 1 and 2.

The planning should ensure the following elements are included in the teaching throughout the Key Stage:

- Exploring and Developing Ideas
- Investigating and Making
- Evaluating and Developing Ideas
- Knowledge and Understanding

5. Visits and visitors

Visits to art galleries, museums and other places of interest are planned to enhance the work undertaken in school. Links with the local community take place, where there is liaison with Art and Design professionals to inform, develop and share ideas links with feeder schools and INSET for teachers takes place wherever this is desirable.

Participation in local art competitions are encouraged to enable children to share their work with a wider audience. Work with the community and parish council are also undertaken.

6. Preferred Learning Styles

It is widely acknowledged that people have a preferred learning style. In Art and Design, we aim to meet the needs of the individual by offering a varied art experience. An integrated (cross curricular) approach to art and design is a good vehicle for providing for the different needs and learning preferences of individual children. This begins in the Foundation Stage where Art and Design experiences are integrated within the 6 areas of learning. Throughout KS1 & KS2, where possible, Art and Design is linked to topics taught in other subjects.

7. Expectations

At St Bartholomew's school it is expected that:

- All children will be offered effective learning opportunities.
- Work will challenge and nurture pupils of different abilities and aptitudes.
- Pupils will find art and design absorbing and satisfying.
- Pupils will be able to review and evaluate their own learning.

Inclusion

8. Equal Opportunities

At St Bartholomew's we ensure that all children have the opportunity to extend their knowledge, understanding and skill regardless of gender, race, physical or intellectual ability.

- Teaching and learning will be modified appropriately for pupils with physical disabilities for example; specialist equipment will be purchased where this is practical. Teachers will ensure that work for pupils with disabilities is adapted where children are unable to manipulate tools or equipment or use certain types of materials.
- Teachers will use assessment techniques which reflect individual needs and abilities.

9. Pupil Self Evaluation

Pupils should have the opportunity to evaluate their work, to see what has worked well and which skills they are achieving or working towards. Pupils work should be displayed with care and presented to achieve the most aesthetically pleasing results.

Pupils may write captions for their work, take photographs, give creations a name, sign work and talk or write about their aims and vision.

10. Evidence of progress

Evidence can be obtained through photographs of work in action and completed work. Artwork in key stage 2 may be recorded in the artists sketch books where pupils can record their plans and designs as well as record different art techniques. Teachers and governors may collect anecdotal evidence by talking to art professionals who have worked with pupils and also pupil interviews.

11. Links with other Areas of the Curriculum

Speaking and listening as an aspect of English studies, naturally pervades all other subjects. It enables pupils to develop their understanding of works of art and the differing viewpoints and perspectives on the world that are represented through drawings, paintings, carvings, sculpture, and textiles. It is usual to begin a piece of art by looking at and talking about a painting or a piece of sculpture, examining an artefact or studying a particular view.

Art and design opportunities will be planned into subjects where there are obvious links and opportunities.

The use of ICT can help pupil's learning in art and design and provide evidence for assessment and monitoring by:

- Providing additional equipment and tools to produce and manipulate images.
- Opportunities for recording, exploring and developing ideas.
- Providing a range of information including slide shows and information about artists and works of art.

12. The Role of the Art Co-ordinator

- Monitor and review the policy and associated guidance.
- Support the planning of art by offering advice where required.
- Help provide resources.
- Provide guidance on techniques and using materials where required.
- Ensure art is represented regularly within the curriculum.
- Be aware of developments in Art and Design by making links with art specialists and by reading relevant material.
- Use outside agencies where desirable to promote a stimulating art curriculum.
- Monitor teaching and learning throughout the school by observing some lessons, seeing samples of work and talking to pupils.
- Provide support for staff both individually and by helping provide INSET.
- Order and organise the necessary resources within the limits of the school budget.
- To be a good role model in the teaching of Art and Design.
- Plan and carry out whole school 'Art Day'.
- Collate evidence of good practice from around school.

15. The Role of the Teacher

The role of the teacher is one of delivering a planned, structured and enjoyable art lesson with clear objectives that follow the national curriculum orders. Planning should be a year group consultative process.

16. Monitoring and Evaluation

The co-ordinator should have the time and opportunity to monitor and evaluate the teaching and learning of art and design. As part of the Strategic Planning process. The process would follow the whole-school agreed procedures as detailed in the Monitoring and Evaluation Policy.