

Mere School

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 roles 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

- 1 To develop visual and tactile awareness in pupils.
- 2 To give pupils the opportunity to use art to record their feelings and express their creative imagination.
- 3 To develop pupils visual vocabulary, and understanding of the visual elements in order that they can effectively express themselves through artistic means.
- 4 To develop pupils critical abilities and understanding of their own and others cultural heritage.
- 5 To give pupils the opportunity through the use of artistic media to acquire skills and develop artistic techniques.
- 6 For enjoyment
- 7 For all KS2 children to visit an art gallery or exhibition.

Objectives

- 1 To undertake a programme of observational work in which they will record closely what they see and what they recall from memory.
- 2 To undertake imaginative and expressive activities, recording their inner feelings and explore the world of their imagination.
- 3 To review and modify their work as it progresses.
- 4 To explore and learn the visual elements of art; line, tone, colour, texture, pattern, form, space and shape.
- 5 To become familiar with a range of artists and styles and develop their knowledge of art history and capacity to criticise the work of others.
- 6 To learn a range of skills and techniques including drawing, painting, printing, sticking, modelling and constructing.

The programme will involve work in both 2 and 3 dimensions, a variety of scales, individual and collaborative work.

Methodology; the Scheme of Work and Framework for the Art and Design Curriculum.

As with learning to read, the learning in art and design is continuous rather than in distinct blocks. Therefore the scheme of work is a progression of skills, which builds on the children's capabilities in a planned way. Teachers will select appropriate activities to be covered/developed in a term's work. These may also be involved several times in future work because skills are developed with practice rather than in one-off activities. Alongside this we have a framework to ensure breadth and balance. There is also a plan of suggested units of work that are content based as a starting point for teachers, these ensure there is a breadth and balance of work from year to year and across key stages. These units are often linked to other areas of the curriculum.

The art co-ordinator discusses changes to the content of art units with the class teachers to ensure that a breadth and balance is maintained. This enables us to have a flexible approach to the content of the work so that it can be linked to other areas of the curriculum and be dependent on teacher's ideas, children's ideas and teacher confidence.

Units/Sequences of work – KS1 and KS2

Each unit of work will include the following 2 key activities:

- drawing (see Appendix I),
- the art and design process (see Appendix II).

By the end of KS2 the children should be having a greater say in their work, ie media and scale used to create their final piece of work.

Where possible work will stem from first-hand experience and will not be copying from another book of pictures. However, direct observation may be supported by pictures, photographs or books etc.

Observational drawing will be integrated into work ensuring it is carried out on a regular basis.

By working in this way there will be a balance between taught skills and directed work and opportunities for children to develop their own ideas. Valid creative activity includes personal choices, decision, making and having the confidence to explore and develop their own ideas, which may be different from those of everyone else. These things are central to the value of Art and Design.

Foundation Children in the Foundation Stage.

Foundation Stage work will be planned using the foundation stage scheme of work and also by following guidance in the FSC as follows:

Foundation Stage children will be given time to explore, experiment, practise, repeat and consolidate ideas and skills. The practitioner will ensure a balance between child and adult initiated activities and encourage the development of skills and knowledge that enable children to express their creativity. At times, it will be appropriate to directly teach new skills and at others give children the opportunity to use these skills. Children will need support in making choices and decisions and using the skills and knowledge they have gained to enhance their own creations.

By working as role models, working alongside the children and allowing them to comment on and discuss their work, practitioners will help the children to critically evaluate their work. Children will be encouraged to talk to each other about their work, saying what they like and how it might be made even better. Practitioners will introduce children to the appropriate technical vocabulary at the appropriate time and model such vocabulary so that they have the means to express their aims and evaluate their success.

Teaching Style and Classroom Organisation.

The teaching styles utilised for art will be those deemed appropriate for the task, in which whole class and direct instruction methods are combined with group/individual methods.

Art and Design offers scope for the personal exploration of materials and media. It is important that children have experience and awareness of a wide variety of art and design techniques so that later in their Primary years, they may select the appropriate materials for the expression of their ideas.

When organising activities the following should be considered:

- * The art and design area in the classroom should provide, in an organised way the materials and tools appropriate to that age group. Children should be encouraged to have high standards in the maintenance and tidiness of the equipment.
- * Teachers' expectations of their children should be high. Even if the teacher's own artistic ability is limited, this should not restrict the children's progress. Teachers need to impart the basic processes and techniques, including how to use tools correctly and appropriately. Most importantly they must encourage the children to observe and work with imagination and accuracy.
- * Teacher/pupil discussion is vital at all stages of work. It is not sufficient to say 'that's nice'.
- * Children should be helped to develop strategies for constructive appraisal of their own work, other children's work and artist's work.

Marking and Assessment.

One of the key skills in the art and design curriculum is for the children to evaluate and develop their work. At Mere we see this as the most important part of marking and assessing art work. Teacher/pupil discussion is vital at all stages of work and forms the main part of marking and assessment of art work. Initially led by teachers, through questioning and discussions the children are helped to develop strategies for constructive appraisal of their own work, other children's work and artist's work. In this supportive way children will then be given the time and the opportunity to learn to persevere so they can adapt and develop their own work until it is their best. Eventually we aim that this self evaluation and reflection becomes a natural process for each child.

Children will be encouraged to sign work that they are proud of as an artist does on the front of their work. We do not consider it appropriate to add any comments, stickers, smileys etc to their work. Rewards (and written comments if necessary) can be entered at the back of sketch books or given to the children for their sticker collection. However, often the best reward and praise is for the child to see their work displayed on the wall.

At Mere, we are proud that the NC attainment target for art is implicit in the way that we deliver art and design for our children. Due to the nature of art and design we do not consider it appropriate to give individual pieces of work a NC level. We do however, believe that it is important to assess skill levels attained by the children so that there is progression throughout the school and high standards of art work can be achieved. Therefore our main formal assessment of children's work is against our progression of age related art skills that form our scheme of work.

At 'Sampling and Assessing' meetings examples of pupil's work from each class are scrutinised so staff can consider:

- if there is a progression of skills shown through the school and if the skills are age appropriate,
- if we are continuing to maintain appropriate breadth and balance of study, and

- what we could do to move art and design forward in our school.

Children's effort and attainment will be documented in their annual written report.

Enrichment

To enrich and extend the curriculum there is an annual art week.

After school clubs are offered to KS2 children – pottery, painting, textiles etc

Resources

A basic range of materials is available in each classroom (see Appendix III).

Additional resources are kept centrally (see Appendix IV).

It is the responsibility of each class teacher to collect centrally kept materials and return them tidily after use.

The co-ordinator will monitor centrally stored resources and ensure replacements are purchased as necessary.

Individual teachers will monitor class resources and ensure replacements are purchased as necessary.

A collection of artist's images is being built up and kept with the centrally stored materials. Collections of images can also be borrowed from the county resource library.

Reference material and suggested units of work are located in the art cupboard, the co-ordinator box also has useful information, located in the library.

Equal Opportunities

Art and Design education at Mere has been designed to take into account children's differences in terms of race, gender, class or ability. When planning units of work teachers ensure that pupils will be exposed to a balance of artists' work from a range of different cultures, times, and of both genders.

Differentiation

In art and design activities differentiation is mainly by outcome and through support, though where pupils have special educational needs there may be the need to differentiate by task. Particular care will be taken to ensure that critical studies activities do not disadvantage the less able children.

At present we run a club for upper KS2 children who show talent in art. This is run free of charge by a local artist.

Display/ Presentation

See display policy

Co-ordinators role

Please see 'Role of the Co-ordinator' policy.

Appendix I

Drawing

Observational drawing

Observational drawing will always be a cornerstone in the building of children's perceptual awareness and skills. As with all skills, proficiency is gained through regular practice. If children make 3 or 4 observational drawings in a term, their skills will develop. Drawing also underpins a great deal of Art and Design work in other media. It includes:

- designing and planning,
- collecting visual ideas,
- exploring possibilities and ideas (sketchbook work),
- solving problems,
- sharing ideas,
- analysing artists work.

The wide range of drawing media available can also give rise to drawings as finished pieces of work in themselves.

Imaginative drawing

Imaginative drawing is of particular importance to children in the FS and KS1 as it provides them with a fundamental way of expressing, exploring, sharing and reflecting on their growing ideas and knowledge about themselves and the world around them. They can put down on paper long narrative stories in a way they are far from achieving in the written word.

When drawing is recognised and used as a powerful means of communication it adds great strength to children's learning.

The relevance of imaginative work to KS2 children can be underestimated and needs to balance observational work. The power of imaginative work to facilitate creativity, personal ideas, invention and the expression of thoughts and feelings, earns it a rightful place throughout the primary school.

Appendix II The Art and Design Process: what to include in a unit /sequence of work.

- Exploratory work and developing ideas, eg mark making, observational work.
- **KS2** collecting visual information in sketchbooks this could be drawings, cut out pictures, writing, photographs etc.
- Learning new and/or developing skills, techniques and processes.
- Looking at artist's work.
- Evaluating and developing work; their own and others. Most evaluation will be through talk.
- Designing and producing the final piece of work using the knowledge and skills gained in earlier activities, (this could be observational or imaginative).

The 8 visual elements of colour, line, tone, texture, shape, pattern, space and form are an integral part of learning about the Art and Design process.

To ensure **breadth of study** during each key stage units will:

- use a range of starting points for practical work; eg stories, themselves, the local environment, objects.
- include work on different scales, on their own and collaboratively, in 2 and 3 dimensions.
- investigate different kinds of art and craft.
- use a range of materials and processes.

Appendix III Class Based Resources

Soft drawing pencils
A3 cartridge paper
Powder paint
Mixing palettes
Water pots
Standard paint brushes

Appendix IV Centrally Stored Resources.

Drawing and painting materials

Chalk pastels
Oil pastels
Watercolour pencils
Watercolour paints
Felt pens; fine/ broad/ brush nibs
Charcoal
Graphite sticks
White/grey/black chalk pastels
Compressed charcoal
Wax crayons; assorted colours/ metallic colours/ colour blocks
Black Indian ink
Drawing ink; assorted colours
Brusho inks
Marbling inks and combs
Small watercolour brushes
Ready mixed paint

Clay materials

Clay
Clay boards
Clay tools
Glazes

Textile and Collage materials

Assorted fabric offcuts
Netting
Hessian
Fur fabric offcuts
Assorted collage bits for texture work eg matchsticks, pompoms, braid
Assorted pipe cleaners
Patterned fabric to show examples of patterns
Wool
Calico
Fabric paints
Fabric pens
Fabric crayons

Printing

Printing ink
Printing rollers
Polystyrene sheets
Inking trays

Paper

A2 cartridge

Newsprint paper
Various coloured drawing and chalking paper
Bright coloured paper
Sugar paper black, off white, blue, yellow
Coloured card
Tissue paper

Various artists images

ICT

Websites and links are kept in the Art ICT box in the ICT suite