



Appleton Primary School

Art and Design Policy

Art and design is vital to all pupils' education and facilitates the development of their creative and aesthetic skills both through their own practical work and through the work of artists, craftspeople and designers from a wide range of cultures, contexts, times and places. We value and aim to develop their imagination, inspiration and their ability to think critically and develop a more rigorous understanding of art and design.

National Curriculum Aims

To ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture, textiles, collage, printing and digital media
- 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

Key Processes, Skills and Attitudes in Art

Key Processes: Develop technique in drawing, painting, collage, sculpture, printing, textiles and digital media.

Key Skills: Develop knowledge and use of colour, pattern, line and shade, tone, form and space and texture.

Key Perceptual Skills: Develop ability to observe and record, imagine and remember, express and communicate feeling, critically appreciate and evaluate. Develop visual vocabulary and language and recognition of the importance of looking and talking about art as well as making it.

Key Attitudes: To instil a pride in achievement, respect for one's own work and the work of others, respect for the environment both built and natural, care in display and presentation, a developing awareness and appreciation of the visual arts, a developing understanding of the importance and meaning of cultural heritage as well as an involvement in art as a

contemporary and local part of life, a growing sensitivity towards visually challenging images and willingness to explore and discuss aspects of art, seeing the role art plays in multi-cultural awareness and equal opportunities.

Teaching and Learning

Our art teaching should use a variety of teaching and learning styles, creating opportunities for independent learning and creative risk taking. Our principle aim is to develop the children's knowledge, skills and understanding through both direct teaching of processes and techniques and providing opportunities for challenging and open-ended tasks which allow children to apply their skills. We should ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. This is done best through collaborative group work as well as encouraging individual pupil research, investigation and response. Teachers should draw attention to good examples of individual performances as models for the other children. They should encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. There should also be opportunities for pupils to contemplate works of art and be challenged to respond to them through discussion and writing.

Cross Curricular Approach

We value the benefits of a cross-curricular curriculum which allows children to consolidate and apply their knowledge in a range of contexts. As well as teaching the skills, attitudes and concepts within art in explicit lessons, careful planning ensures they are also applied in a range of contexts in cohesion with the topics being covered in class.

Equal Opportunities

In planning work in Art, all children should have equal opportunities in respect of gender, race or ability. Teachers plan carefully to extend learning of most able children and those with Special Education Needs. We encourage children to view the work of artists, crafts people and designers in order to develop their appreciation of the richness of our diverse world. This should include work in a variety of genres, styles and cultures in order to promote a multi-cultural awareness and positive approach towards equal opportunities in race, gender and ability.

Information Communications Technology

Children will be given opportunities to apply and develop their ICT skills with Art and Design. Digital cameras are used to record observations and we are exploring the use of new software to help KS2 children to manipulate and edit stored images. Other software such as the 'paint' programme allows children to explore shape and colour as well as tone, pattern and texture. Digital images and internet sources are used as starting points for creative work and exploring the work of artists.

Progression

We recognise that our curriculum planning must allow for children to gain a progressively deeper level of knowledge and understanding and the opportunity to hone their skills in a variety of processes. This is achieved through careful tracking of how skills should build on each other as a child progresses through the school and expectations are fed into planning accordingly, with awareness of the particular needs of individuals or groups.

Records and Assessment

Assessment is an on-going process brought about by:

- Observation of children working
- Discussion with children-before, during and after working
- Examination and marking of children's work
- Assessment against levelled skill descriptors

Art Week

The school will hold an art week in the summer term every other year. This will have a whole school focus and will seek to explore all aspects of art through a variety of media and in response to the work of artists, crafts people and designers. The art week will provide a time for extended artwork without the constraints of the usual curriculum timetable providing opportunities for more challenging and open-ended projects.

Display

Our displays should reflect our commitment to providing a high quality learning environment. They should be kept up to date and the design and layout should involve pupils as much as possible.

Health and Safety

Staff will plan their work with regard to the health and safety of all pupils. Many art materials have strong dyes and pupils will wear overalls when using them. Care should be always be taken when cutting and materials and tools appropriate to the age and ability of the child should be used. Polystyrene sheets bought from educational suppliers will be used for printmaking only as they do not crumble when cut and therefore will not create hazardous dust. Wet cleaning methods will be used for removing clay and glaze dusts for the same reason. The Art-coordinator will be consulted when staff are concerned about any health and safety aspects of an activity.

Resources

2D practical resources should include a variety of drawing, painting and printmaking materials and tools. A variety of coloured papers and surfaces should also be provided. 3D resources will include collage materials, scrap, textiles, modelling media, glues and tools for construction.

Resources for the study of the work of artists, crafts peoples and designers should include class based references e.g. artefacts, books, prints, postcards, videos, web links and wider community based references such as museum galleries, cathedral, churches, buildings, sculpture trials, local artists, crafts people and designers. Resources used for the study of artists should be drawn from a broad range of traditions, cultures, time and places.

Approved by the *Governing Body* 26.11.14

To reviewed in November 2017