

# **STANFORD IN THE VALE PRIMARY SCHOOL**

## **ART & DESIGN POLICY**

This policy forms part of the Arts Policy for Stanford in the Vale Primary School

### **DEFINITION**

Every society and culture has expressed its deepest beliefs and feelings through art. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. In our school there is an ethos which values imagination, inspiration and contemplation and encourages pupils to ask questions about meaning and purpose.

### **Aims**

- To develop creative, imaginative, aesthetic and practical skills through a balanced programme of art, craft and design activities, which engages, inspires and challenges.
- To extend pupils' understanding of how ideas and feelings can be communicated in visual form.
- Show development of ideas and their own skills through the use of a sketchbook.
- To enable pupils to experience a wide range of media, through open ended activities and experimentation.
- To appreciate the work of artists, craft workers and designers in the area of painting, sculpture, printmaking, ceramics, graphic design and architecture. Examples should include contemporary art work and be from a variety of periods and cultures.
- To foster a lifelong enjoyment in creating and experiencing art.

### **PLANNING**

Within the Foundation Stage Curriculum, Art is planned and linked through a variety of Early learning areas.

Different elements are also explored through the creative development area.

The requirements of the National Curriculum are met by incorporating all the elements of the Programme of Study across Key Stage 1 and 2 in teacher's planning during the year and throughout the key stages.

Creative topic planning ensures a variety of artists, craft makers and designers, as well as cultures and historical periods, are studied during a pupil's time at

Stanford in the Vale Primary School. Links are made to other areas of the curriculum where appropriate.

## **KEY CONCEPTS, SKILLS AND ATTITUDES**

Pupils will develop key concepts, skills and attitudes in art throughout the key stages.

**Key concepts:** colour, shape, texture, pattern, tone, line form, perspective, process and media, artists and their work's form, content and mood.

Key skills can be divided into practical and perceptual skills.

**Key practical skills:** cutting, shaping, forming, joining, using tools and processes safely, gathering resources, organising materials, manipulating media, clearing away.

**Key perceptual skills:** observing and recording, imagining and remembering, expressing, communicating, feeling, responding, critically appreciating and evaluating. We aim to develop pupils' visual vocabulary and language and to recognise the importance of looking at, and talking about, art as well as making it.

**Key attitudes:** We aim to create a learning environment where art is a valued and important part of the curriculum. Children take pride in their achievements, respecting their own and others work whilst developing an appreciation of the contribution art makes to society and the wealth of our nation.

## **TEACHING ART**

Opportunities should be created for independent and challenging activities, where pupils learn as individuals and work collaboratively. A variety of techniques and processes should be provided, incorporating opportunities for pupils to investigate and respond to art from a range of cultures, styles and artists and designers, both past and present.

## **ART AND DESIGN SKETCHBOOKS**

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook. Each child has their own Art and Design sketchbook which they take with them to the next class.

## **ASSESSMENT FOR LEARNING**

Children demonstrate their ability in art in a variety of different ways. Teachers will assess children's work in art by making informal judgements as they

observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Pupils are encouraged to make judgements about how they can improve their own work and compare their work to those of others.

The art subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in art for each age group in the school. Three children from each year group are monitored and tracked by the art coordinator closely throughout the year. This is done using Classroom Monitor where data is entered by the teacher. This is used to ensure children are making sufficient progress in art across the whole school.

A written report is sent to parents and carers at the end of the academic year indicating the pupil's progress in line with National Expectations.

## **SEN**

Where possible, learning should be differentiated for age and ability allowing access to all. The use of stimulus should enable all pupils to respond and express their feelings. Resources should allow for all pupils to access the work, including visually and physically impaired pupils.

Children identified as gifted or talented are invited to attend Art Club which seeks to extend the classroom curriculum.

## **EQUAL OPPORTUNITIES**

- We recognise the range of language and experiences, interests, social and cultural backgrounds that both boys and girls bring to school. In order to promote confidence and self-esteem these experiences are valued and drawn upon in a positive and constructive way:
- We ensure access to learning at an individual level, through differentiated teaching and learning strategies. Planning will set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds, ethnic groups, religions and those who have physical and emotional needs.

## **ICT**

Skills in art and IT will be developed through the use of appropriate software as well as CD Rom, and Internet use providing information on artists and their work.

## **DISPLAY**

There is a vital connection between the development of pupils' visual literacy and the care and quality of the learning environment in the school. Displays

should be exciting, challenging and of a high standard to celebrate pupils' achievements, to motivate them and to promote a stimulating environment. The design and layout of displays should involve pupils wherever possible and make reference to the learning that has taken place.

## **HEALTH AND SAFETY**

Care will be taken with the selection of tools and materials used. Paints, inks, glues and drawing materials used in school are non-toxic and safe. Old shirts will be used to protect clothing. Pupils are taught to use tools in a safe and appropriate way.

When recycling everyday materials care must be taken to ensure items are safe for hygiene purposes toilet roll and egg boxes must no longer be used. Some forms of polystyrene can create hazardous dust.

## **RESOURCES**

Each classroom is equipped with some basic art materials and equipment. Specialist boxes for activities such as printing, drawing with inks and clay work will be kept in the resource room as well as the vast majority of resources including pastels, chalks, fabric crayons, paper, glues, artefacts, books and prints. Where possible use is made of recyclable materials

## **MONITORING AND REVIEW**

The coordination and planning of the art curriculum are the responsibility of the subject leader who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in art and indicates areas for further improvement;
- has use of specially allocated management time to review evidence of the children's work, and to observe art lessons across the school.

Policy reviewed – March 2016

Next review – April 2018