

***Sherwood Primary School***

**Policy for  
Art and  
Design**

***JULY 2015***

## Sherwood Primary School Policy for Art & Design

### Mission Statement

*We aim to create a happy, caring environment in which the children develop self-confidence and independence, and are encouraged to be considerate and show respect for others, while reaching their true potential.*

### Philosophy

Art, craft 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

During the Foundation Stage, we aim that pupils:

- Develop their creativity and imagination by having time to explore and experiment with ideas and a wide range of media and materials.
- Learn to manipulate and fasten materials in a variety of ways and to construct with a purpose in mind.
- Feel secure to try new experiences and feel confident to express creative ideas with all of their senses.

During Key Stage 1, we aim that pupils:

- Develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes.
- Learn about the role of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Begin to understand colour, shape, space, pattern and texture and use them to develop their ideas – try things out and change their mind.
- Experiment with a range of drawing media and explore ideas from first-hand observations.
- Use a simple graphics package to create images and effects.
- Review what they and others have done and say what they think and feel about it.

During Key Stage 2, we aim that pupils:

- Use their developing creativity and imagination to question and make thoughtful observations about starting points and select ideas in their work.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Build on their skills and improve their control of materials, tools and techniques.
- Compare ideas, methods and approaches in their own and others' work and say what they say and feel about them. Adapt their work and describe how they might develop it further.

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources. Annotate work in journal.
- Draw for a sustained period of time at an appropriate level.
- Record, collect and present recorded visual information using digital cameras and video recorders. Use a graphics package to create images and effects.

## **Programme of Study**

### **Foundation Stage**

Expressive Arts and Design is outlined in the ‘Development Matters’ document. Children strive to achieve the Early Learning Goal for Exploring and Using Media and Materials and Being Imaginative. This requires children to express new ideas with all of their senses. They encounter experiences and resources that stimulate their curiosity and when given opportunities to put together and take apart ideas, materials and experiences. Children are given opportunities to explore colour, texture, shape and form in two and three dimensions. They work creatively on a large and small scale. Pupils make constructions, collages, paintings and drawings using or combining a variety of tools and media. They explore what happens when they mix colours and choose particular colours for a purpose. Children experiment to create different textures. They need to feel confident and safe enough to take risks, make mistakes and be adventurous in their creative pursuits.

### **Key Stage 1 and Key Stage 2**

The School follows the two main requirements outlined in the new National Curriculum.

#### *1. Knowledge, skills and understanding*

It is important that time is given for children to explore new materials and develop their ideas as part of the process of investigating and making. Equal importance is placed on evaluating and developing their own and others’ current work and finished products. Knowledge and understanding should inform this process.

#### *2. Breadth of Study*

During each key stage, pupils are taught the knowledge, skills and understanding through a range of experiences, topics, contexts and activities:

1. Exploring a range of starting points for practical work.
2. Working on their own and collaborating with others, on projects and in two and three dimensions and on different scales.
3. Using a range of materials and processes, including digital media.
4. Investigating different kinds of art, craft and design, including work in the locality and in a variety of genres, styles and traditions.

## **Curriculum Organisation**

Sherwood Primary School uses the Lancashire Scheme of Work to aid planning at KS1 and KS2. In Foundation, a wide range of art, craft and design activities are planned to complement each of the Areas of Learning to work towards achieving the Early Learning Goals.

Planning and evaluation on a weekly basis takes account of art work covered. Teaching of the particular skills and elements link well with the Lancashire theme booklet for each half-term. Please refer to the Overview matrix in appendix 1. This indicates where Art and Design is a lead subject in the unit of work or an additional subject. Cross-curricular planning ensures breadth of study throughout the school.

Time allocated for the teaching of Art and Design over the year is 5% at Key Stage 1 and 5% at Key Stage 2. This equates to 1 hour a week. Art will receive more teaching time when it is taught through other subjects. In addition, the curriculum is enhanced by a weekly Art Club for children in KS2. The pupils benefit from a range of workshops delivered by local artists, craftspeople, designers and businesses with direct experience in the creative industry.

Homework can involve tasks such as gathering information, materials, ideas, preparation or making critical comments in sketchbooks about an artist or their own work.

### **Lancashire Scheme of Work**

The scheme of work is used by Key Stage 1 and Key Stage 2 so that there is good continuity and progression. Each of the seven skills areas – drawing, painting, textiles, printing, 3D, digital media and collage - are timetabled over the year so that the new National Curriculum Programme of Study is fully covered and that the children experience a range of contexts, materials and processes. Appendix 1 outlines the Overview and appendix 2 outlines a sample unit plan for KS1 and KS2. Each unit places an emphasis on exploring and developing ideas through first hand observations and experimentation. Drawing skills and the use of sketchbooks are a key focus for developing ideas at the start of the unit. Pupils broaden their experiences by focussing on a further two skills towards producing their final piece. The unit culminates in the opportunity for evaluating and developing work.

Sketchbooks or Journals are introduced in Year One and are continued through the school to the end of Key Stage 2. Teachers and children can look back and reflect on their work, identifying the initial stages of a process and as a reference for pupil progress. Sketchbooks should be used for:

- Exploring ideas, plans and designs
- Keeping a visual record of their observations made from a range of first-hand resources. This should be done on a regular basis
- Recording, exploring and storing visual and other information, such as notes and selected materials which can be used for reference
- Collecting materials, such as postcards, fabric designs, wrapping paper, which they feel may be an inspiration for future work
- Critical evaluations of artists' work, styles and techniques
- Comparing ideas, methods and approaches in their own and others' work and saying what they feel and think about them.
- Adapting their work according to their views and describe how they might develop it further.
- Annotating their own and artists', craftspeople's and designer's work in a journal.

### **Resources and accommodation**

Specialist resources are kept centrally in the Art Resources Store opposite the Headteacher's office. Backing paper, cartridge paper, sugar paper, tissue paper, metallic paper rolls and cellophane rolls are stored in the paper stores in the hall. There is also an index of fine art prints and pictorial packs in the drawers in here. Books are kept in the staff room. Paint brushes, palettes and pots are shared between year groups in their art resource areas. Teachers inform the Subject Leader of extra resources they require or need replenishing following use. Consumable art materials are ordered by M. Brown from the budget allocation each year. See inventory of resources in appendix 3.

### **Role of the Subject Leader**

See *Subject Leader's Job Description* – Appendix 4

### **Assessment and Record Keeping Procedures**

The National Curriculum for Art and Design sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage. There are 6 level descriptions describing the types and range of performance that pupils working at that level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so each description should be considered alongside descriptions for adjacent levels.

Teacher's observations while children work, looking back through sketchbooks and individual records of achievement, discussions with pupils about their work in art and its use across other curriculum subjects, are all methods of assessing a child's progress. Children also evaluate their own work and are encouraged to consider their work objectively.

Standards in art across the school are monitored through lesson observations, discussions with class teachers and other Subject Leaders, sketchbooks and photographs of displays. The Art and Design portfolio of work provides an extensive range of examples of children's work for teachers to gain ideas and compare levels of ability. The portfolio is located in the staffroom on mounting boards and also on the school computer network digitally. Standards are also monitored through the school's active involvement in external events, such as competitions, art workshops, exhibiting creative achievements on websites and in galleries and in liaison with other local schools.

### **Special Needs Provision**

As much provision as possible is made for pupils with Special Educational Needs to aid their equal participation in art activities and development in all the skills and elements. This includes children who may be gifted, talented and able in art and children who have a greater need to strengthen fine and gross motor skills. Activities are matched to each individual's needs. These are met within the guidelines of the Art and Design Policy, Scheme of Work and the SEN policy.

See also the SEN policy.

### **Equal Opportunities**

Pupils bring to school a range of experiences, interests, strengths and religious or cultural beliefs which will influence the way they learn art and design. Sherwood School plans the teaching of art and design so that all pupils have equal opportunity to participate and develop in all the skills and elements in the subject. Activities are planned to engage and stimulate the interest of boys and girls alike. Provision is made for children with Special Educational Needs (see above).

Art is looked at from a wide range of cultures, times and countries, such as Indian art, Ancient Greek art and Islamic art. Male and female artists, craftspeople and designers, both modern and traditional, young and old are studied equally.

See also the whole school policy on Equal Opportunities.

### **Health and Safety Issues**

- E-Safety awareness and teaching opportunities are delivered in lessons. Namely, where pupils record visual images using software or in using a graphics package to create and manipulate new images. For example, the importance of an avatar to protect personal identity.
- Pupils must be fully supervised, especially when using tools.
- Children and supporting adults must be aware of correct procedures and techniques before using tools, such as scissors, craft knives, glue guns, paintbrushes standing in pots, batik wax melting.
- All equipment is stored safely and tidily and returned to the correct store.
- Children are not to collect or return equipment from the Art Resources Store.

- Staff and pupils must wear protective clothing when working with paint, glue, modelling clay or other ‘messy’ craft activities.
- If using newspapers to protect tables, care must be taken that inappropriate articles or photographs cannot be seen by the children.

## **PSHE and Citizenship**

Art and Design provides opportunities to promote:

**Spiritual development** through helping pupils to explore ideas, feelings and meanings, and to make sense of them in a personal way in their own creative work and to make connections with the experiences of others.

**Moral development** through helping pupils identify and discuss how artists represent moral issues in their work. For example, Picasso’s condemnation of warfare in his painting *Guernica*.

**Social development** through helping pupils to learn to value different ideas and contributions, and develop respect for the ideas and opinions of others. Art provides opportunities for collaborative projects, thereby making the most of different strengths and interests within a team.

**Cultural development** through helping pupils to recognise how images and artefacts can have an influence on the way people think and feel. They can develop an understanding of the ideas, beliefs and values behind their making, relating to art and design in its cultural context. For example, the use of idolatry in religious art and icons in corporate advertising.

## **Multicultural links**

The Scheme of Work promotes the teaching of art from different cultures, times and countries throughout all the skills. The school has a range of books, posters and artefacts for teaching use. See Appendix 3.

See also *Equal Opportunities*.

## **Links with other areas of the curriculum**

### **English**

Discussion is an aspect of the programme of study for speaking and listening. It provides an important way for the children to develop their understanding of their own and others’ work, viewpoints and perspectives on their world that are represented in the work of artists, craftspeople and designers. With careful planning, art and design tasks can provide opportunities for children to develop and apply their literacy skills.

### **Design and Technology**

Design and Technology helps children’s learning in art by developing skills for working with tools, equipment, materials and components. It helps develop skills in designing, measuring, marking out, cutting and shaping a range of materials. It also enhances a child’s consideration for health and safety.

### **ICT**

ICT provides equipment and tools to help children produce and manipulate images and play with ideas and possibilities. Through the computer, images can be modified freely and rapidly using a range of effects. There are endless possibilities for sharing work with others, such as sending work via e-mail or developing a school gallery on a website. Artists can be researched on the internet and digital photographs can be modified.

## **Appendices**

1. Lancashire Scheme of work – Overview
2. Unit plan sample from KS1 and KS2
3. List of resources
4. Subject Leader's Job description

Approval date: September 2015

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Signed (Headteacher):

Signed (On behalf of the Governing Body):