



Parkside Community Primary School

Art & Design Policy

Purpose of Study

At Parkside Community Primary School we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability, to achieve the best they possibly can. We believe art is important because it stimulates creativity, imagination and inventiveness. We embrace the National Curriculum purpose of study which states:

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

Aims

The National Curriculum for art provides a framework of principles around which we are planning a structured and progressive programme enabling our pupils:

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

Objectives

- To provide a wide range of stimulating and creative opportunities that will aid their development and ensure success and enjoyment
- To develop pupils' responses to the natural and man-made environment through direct experiences and observations
- To provide a wide variety of tools, materials and equipment for the child to experiment and become familiar with, ensuring Health and Safety regulations are followed

- To develop pupils' ability to develop and express ideas in art by visual investigation and the gathering and organising of reference materials and resources
- Stimulating and interactive displays will be provided within the school to enable the children to touch, observe, discuss and be involved in and responsible for
- Opportunities shall be given for self-expression, touching, experimenting and observation across the curriculum including Mathematics, Science, ICT, Language, History, and Geography
- Children to be given the opportunity to visit local art displays, study local architecture, sculpture and design
- To provide children with a knowledge and understanding of the roles and purposes of artists and designers working in different times and cultures
- To encourage pupils to evaluate their own and others work, individually and in groups and use specialised art vocabulary when discussing their ideas

Planning, Teaching and Learning

Parkside Community Primary School promotes a cross-curricular approach to learning. Teachers use the National Curriculum, as the basis for planning in art and design. Each phase plans on a cross curricular topic basis, based on our children's needs, interests and school circumstances. Art and design is allocated to the equivalent of one hour per week, although the actual amount of learning through art will vary according to its significance to the cross curricular themes studied.

The knowledge of activities of drawing, painting, printing, collage, sculpture and textiles are covered in all key stages. We use a rolling two year programme. The long-term plan maps out the units covered in each term during the key stage. Medium-term plans identify learning outcomes and activities for the half term. The subject leader ensures provision and progression is adequate and balanced throughout the school. Cross-curricular planning enables links to be made between art and design and other subjects.

Teachers use a variety of teaching and learning styles in art and design lessons. The rich environment encourages and develops creativity as well as the pupils' knowledge, skills and understanding through both direct teaching of processes and techniques and providing opportunities for challenging and open-ended tasks which allow pupils to apply their skills. Teachers draw attention to good examples as models for other pupils.

Pupils are encouraged to evaluate their own ideas and methods and the work of others and say and write what they think and feel about them. Pupils have the opportunity to work on their own and collaborate with others on projects in two and three dimensions and on different scales. Pupils have the opportunity to use a wide range of materials and resources including computing. Digital images and internet sources can be used as starting points for creative work and exploring the work of an artist or designer.

Early Years / Reception

The teaching of art and design in Reception follows the Early Years Foundation Stage Curriculum. In Key Stage 1 and 2 the key skills from the National Curriculum will guide planning.

Key Stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils should 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
- To create sketch books to record their observations and use them to review and revisit Ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- About great artists, architects and designers in history

Equal Opportunities and Inclusion

All children will have an equality of access to a broad and balanced art and design curriculum, irrespective of gender, ethnic background or special educational or physical needs. All children will be encouraged to value their own heritage and those from other cultures within a broader art context.

Additional Educational Needs

Access to the curriculum for children with additional educational needs is enabled through the use of modified teaching methods and the deployment of teaching assistants. Exceptionally able children are provided with appropriate support and extension activities in accordance with the school Gifted and Talented Policy

Health and Safety

Children will be taught to use materials, tools and equipment safely in line with the school Health and Safety policy. Children will be taught to clear away practical materials responsibly. Secure storage will be provided for tools and materials. Children are advised to wear protective clothing and tie long hair back when appropriate when working with wet materials, such as glue, paint, inks, clay and plaster. Risk Assessments will be completed where necessary and a copy sent to the head of school.

Displays

The school promotes the displaying of art and design around school, in assemblies and examples of work and photographs in a school portfolio and on the school's website. Display influences how pupils feel about their environment, convey standards and promote high expectations. Displays are used to celebrate achievement and to support teaching and learning. Displays reflect our commitment to providing a high-quality learning environment. Corridor displays are changed at least termly. Classroom displays are changed as and when appropriate.

Recording, Reporting and Progression

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Children will be encouraged to assess and reflect upon their work linked to the learning objective. Time is given for the pupils to critically discuss their own and others work.

Evidence of the skills taught will be made evident in the children's sketch books. This can either be the original copy, a photocopy or photograph of their work. Formative assessment is mostly carried out informally by teachers in the course of their teaching and is used to assess the on-going process and not just the finished products or outcomes. Assessment is used to inform future planning and to provide information about pupils throughout their time in school.

To follow the children's progression in art and design, the whole school will base three art lessons on the same topic. A timetable with the topics studied will be issued at the beginning of each academic year. Examples of the children's work will then be displayed in the school art gallery.

Records of progress are kept by the subject co-ordinator and contain a portfolio of work, dated and annotated with teacher comments and containing one item of each attainment level, showing achievement and progress.