

Grimsargh St Michael's C of E Primary School



Art and Design Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

This policy reflects the schools values and philosophy in relation to the teaching and learning of Art and Design at Grimsargh St Michael's C of E School. It sets out a framework which teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the scheme of work for Art and Design, and the 'Key Learning in Art' descriptors per year group, developed by LCC (2014), which set out in detail the skills and disciplines pupils in each year group should be taught.

This document is intended as a guide for all teaching staff, HLTA's, Teaching Assistants, anyone with classroom responsibilities and the school governors.

Aims

Art is concerned with the development of visual awareness and perception and the skills associated with investigating, designing and making. It is also concerned with the development of visual and oral literacy, commenting on and understanding art, design and craft, our diverse artistic heritage and traditions, both British, International, ancient and modern.

Pupils are encouraged to develop the ability make practical connections between art, design and their own work and that of their peers.

Art education aims to:

- Stimulate creativity and imagination, personal expression and reflection and an enjoyment of art in many contexts
- Provide pupils with skills, concepts and knowledge necessary to express responses to ideas and experiences in a visual, tactical and sensory form.
- Develop, through art and craft activities, the ability to solve problems and communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials, processes and techniques.
- Develop an appreciation of and a concern for the natural and manufactured environment, learning about the roles and functions of art exploring the impact it has on contemporary life and that of different times and cultures.

- Develop increasing confidence in the use of visual and tactile elements and to improve the ability to control materials, tools and techniques.
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- Develop the ability to make informed critical responses to their own work and that of others, celebrating achievements and embracing new challenges.
- Generate independent, self-confident and motivated learners.

It is hoped that pupils will have enjoyable, practical learning experiences. These aims are consistent with our school philosophy and take account of the LEA Curriculum Non-Statutory Guidance.

The subject comprises of Programmes of Study, Statements of Attainment and two Attainment Targets: Exploring and Developing Ideas and Evaluating and Developing Work. These are divided into Key Stages and organised into levels of increasing challenge. Our pupils will work towards the 'KLIP's' statements for each discipline outlined for each age group which are appropriate to their ability.

School Development links to Diversity, uniqueness and growth mindset.

The Art Curriculum is inclusive, it gives opportunities to celebrate talents, share skills, build resilience and learn collaboratively, creatively and responsibly. The cross curricular nature of the Art Curriculum allows pupils the opportunity to reflect on our Christian faith and other beliefs, develop an awareness and respect for diversity and an understanding of the social, moral and ethical implications that impact our world. Due to its cross curricular nature it helps develop an appreciation of the wider world and its culture, music, design, artists, designers, craftspeople, film makers, writers and architects and we celebrate this.

Teaching and Learning

We use a variety of teaching and learning styles in Art and Design. Experimentation and discovery are encouraged, reinforced by research and development of artistic skills, which are valued equally as the final piece of work.

Children are given the opportunity to work on their own during lessons or collaborate with others on projects in two or three dimensions and on different scales. Children are encouraged to evaluate their own ideas and methods and the work of others, and give opinions about what they think and feel.

Within the learning environment we aim to:

- Provide experiences in a wide range of stimuli which children can respond to using various senses.
- Encourage the use of ICT and Digital Media as a tool in engaging children in visual enquiry, research for projects or study of artists, or gathering resources using digital and video cameras.
- Work with a range of practising artists within school or as part of an extra-curricular opportunity.

Progression and the curriculum

In order to achieve our aims, progression in Art and Design is organised into Key Stages (Foundation Stage; Key stage 1; Lower and Upper Key Stage 2). Throughout school all pupils will Explore and Develop Ideas and Explore and Develop Work, guaranteeing all children will experience each aspect of Art and Design:

- Drawing
- Painting

- Printing
- Collage
- Sculpture
- Textiles
- Digital Media

Opportunities are provided for the development of skills and the integration of all other subjects contributing to our creative curriculum and expressing our Christian Values within Religious Education lessons. To inform our planning we use the Foundation Stage Guidance and the National Curriculum Framework of Art and Design and our Progression of Skills document. In addition to this, we work from the Lancashire Professional Development Curriculum (LDPS) National Curriculum Support Materials. These cross-curricular booklets advise Art topics and disciplines to be taught alongside other curriculum subjects.

The scheme of work encourages the development of cross-curricular themes and skills. Learning activities are sequenced to ensure progression and taught through direct skills teaching, often based on 'Step by Step Art' books (author Dianne Williams) for Reception, Key Stage 1, Key Stage 2; Lower and Upper Juniors.

Foundation Stage:

We relate the creative development of the children to the objectives set out in the Early Learning Goals, (1.5 Expressive arts and design), which underpin the curriculum planning for children aged three to five. Children are given the opportunity to experience a range of skills enabling them to progress to Key Stage 1.

Key Stage 1

Year 1 will work on the 1st three sessions, and Year 2 the remaining three sessions of the 6 skills based units. (Dianne Williams 'Step by Step Art'.

Key Stage 2

Lower KS2, Year 3 will work on the 1st three sessions and Year 4 the remaining three sessions in each of the 6 skills based units.

Upper KS2, Year 5 will work on the 1st three sessions of the book and Year 6 the remaining three sessions in each of the 6 skills based units.

Supplementary art, design, craft and skills books are also encouraged as references to aid planning and deliverance of lessons.

Assessment and recording

Assessment in art takes place informally, during lessons through discussion and observation, and contributes towards future planning. Children are assessed as being above, at or below National Curriculum levels according to the KLIP's indicators for ART and Design. A pupil's achievement in art and design is reported to parents at parent's evenings and through the annual written report.

A portfolio of evidence is kept by the Art Co-Ordinator, to ensure standards and progression. Class teachers will also collect samples of three identified children's sketchbooks.

A register of Able, Gifted and Talented children is recorded and monitored during the year. This enables the opportunity for teachers to encourage greater depth in the mastering of skills and creating

a culture of learning and applying knowledge in all artwork. Also the children are able to 'Let their light shine', as our Christian ethos encourages all to do.

Pupils work in sketch books, from Year 2 onwards, which are celebrated as a personal response and reflection of their artwork. Each lesson begins with a focused learning objective, preferably based on an artist, craft or key skill, linked to the creative curriculum, and an aim for the final piece of artwork.

Classroom Organisation

Within classes pupils are taught as a class, in groups or as individuals when appropriate.

We ensure that we provide suitable learning opportunities for all children by:

- Setting common tasks that are open ended and can have a variety of responses.
- Providing a range of challenges with different resources.
- Matching challenges to the needs of all children including the talented and those with barriers to learning and participation.

Equal Opportunities

Our aim is that all children will have the same access to art activities regardless of their gender, race or cultural background.

To accomplish these aims we will:

- Avoid stereotyping of activities traditionally preferred by one gender.
- Study artists from a range of cultures and genders, ensuring that multicultural diversity is celebrated.
- Follow the whole school policy on Equal Opportunities in Art and Design lessons, planning and assessment.

Special Educational Needs

Wherever practicable, provision will be made for pupils with Special Educational Needs, where it affects their ability to take part in Art and Design lessons. Our aim is to provide a broad and balanced education for all children. It is the responsibility of the class teacher to ensure any special equipment needed for a lesson is available to such children. If teachers require any special art equipment other than large or small paint brushes or left-handed scissors, they should bring this to the attention of the Art Co-ordinator or SEN Co-ordinator. To ensure all children have the opportunity to achieve the learning objective, any special equipment that is required should be brought to the attention of the Art Co-ordinator or SENCO, to enable access to the lesson.

Health and Safety

Guidance for Health and Safety issues are provided by LCC regarding Art and Design equipment, materials and tools. Teachers and staff are responsible for the safe storage and use of tools and materials in their own classrooms. The Art Co-ordinator is responsible for the storage and maintenance of tools, equipment and materials in shared areas.

Display

To celebrate children's achievements, illustrate progress and their understanding and application of new skills, art work will be displayed in all communal areas and classrooms around school.

All art work should be mounted neatly and cut to size using a guillotine. Artwork should be fixed securely to displays using staples, map pins or blu-tak, ensuring it is not damaged when being fixed or removed.

Resources

We have a wide range of art resources to support the teaching of art and design across the school. Most equipment and resources (consumable and reusable), are kept in the hall store cupboard, which is not accessible to children.

Paper products are stored in the 'PPA' room; rolls of display paper, foils, cellophanes, crepe and tissue are stacked horizontally, and poster paper flat, not folded, in the drawers provided. All equipment such as brushes and paints, rollers and palettes, should be cleaned thoroughly before being returned to the store cupboard.

PPA room stock cupboards

- Art paper – thin newsprint, experimentation, drawing
- Border Rolls – display, covering edges
- Brown paper
- Card – white, black, coloured, metallic
- Cartridge paper – white, coloured, painting, drawing
- Cellophane rolls
- Corroflute – corrugated plastic sheeting,
- Crepe paper
- Display rolls –backing display boards
- Foil paper rolls
- Poster paper – display, artwork, mounting, collage
- Sugar paper – coloured, black, blue
- Tissue paper – coloured, animal print
- Vivelle – 'velvet' touch paper

Hall store Cupboard

Drawing

- Black fine liner pens
- Charcoal – black to white
- Coloured pencils
- Coloured wax crayons
- Erasers
- Manikins
- Metallic pens and pencils
- Pastels – soft chalk and oil
- Pencils – variety of grades
- White chalk

Painting

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- Brushes – range of sizes
- Fabric paints
- Flat mixing palettes – individual and group mixing
- Glass paints
- Paints – water colour blocks, ready mixed, powder
- Palettes – distributing
- Water pots

Printing

- Ink trays

- Lino print equipment – lino sheets, cutting tools
- Marbling inks – various colours
- Pipettes – marbling
- Press print – thin polystyrene sheets
- Printing inks – water based tubes, various colours
- Rollers – rubber and sponge
- Screen printing frames
- Shallow water trays – marbling
- Squeegees

Textiles

- Batik equipment
- Binca – large hole canvas for tapestry
- Buttons
- Cold water dyes
- Elastic bands
- Fabric glue
- Fabric paints
- Fabrics – fur, calico, cotton, etc
- Felt – various colours
- Hessian
- Lace
- Ribbon
- Scissors
- Sequins
- Sewing equipment
- Wool

Sculpture (3D modelling)

- Clay
- Clay boards
- Clay tile cutter
- Clay tools
- Glue gun
- Junk materials (recyclables)
- Masking tape
- Mod-roc
- Papier mache
- Pipe cleaners
- Plasticine
- Polystyrene balls
- PVA glue
- Rolling pins
- Water trays
- Wire
- Wire cutters

Collage

- Buttons
- Cold water paste
- Feathers
- Glitter

- Googly eyes
- Lolly sticks
- Match sticks
- PVA glue
- Sequins
- Wallpaper

Digital Media

- Classroom computers
- Digital cameras
- Internet resources - IWB
- I-pads
- Lap tops
- Video cameras

The Art Co-ordinator is responsible for the maintenance and review of these resources.

This policy has been reviewed and updated by the Art and Design Subject Leader,
J Coulston on 10.9.2021