Abacus Primary School

Art and Design Policy

Written By: Mrs S Playle (Subject Leader)
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Future review date: November 2020

"Go and make interesting mistakes,
make amazing mistakes, make
glorious and fantastic mistakes.
Break rules. Leave the world more
interesting for your being here.
Make good art." Neil Gaiman

Introduction

At Abacus Primary School we value Art and Design because it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child, a sense of enjoyment and purpose and provides children with a unique way of perceiving themselves which is essential to their learning. It also broadens the range of opportunities we provide for children to achieve.

This policy reflects the School's values and philosophy in relation to the teaching and learning of Art and Design. It sets out a framework within which teaching staff may operate, and provides guidance on planning, teaching and assessment.

Aims

Through the teaching of Art and Design we aim:

- To promote children's enjoyment of Art.
- To encourage the development of imagination, original thought and personal expression.
- To develop the children's aesthetic awareness and help them to make informed critical responses about their work and the work of others.
- To provide children with the opportunities to study and record both man-made and natural phenomena.
- To ensure children develop an expertise in using a wide range of materials and equipment and techniques, so enable the realisation of their ideas.
- To provide opportunities to study contemporary, historical, cultural and religious art and artists.
- To provide opportunities to work in sketchbooks and develop their visual literacy skills when evaluating pieces of art.

Early Years Aims

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

KS1 Aims	KS2 Aims
Use a range of materials creatively to	Develop techniques, including control

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design and make products.	and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
Use drawing, painting and sculpture to develop and share their experiences and imagination.	Create and use sketchbooks to record observations, to complete artist research, to complete designs and to review and revisit ideas.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Learn 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.	Learn about historical and contemporary artists, architects and designers and how their work relates to and is influenced by society.

Teaching

Children should be given the opportunity to learn through real experiences, teacher-prepared materials, practical demonstrations, structured tasks and educational visits. These tasks should incorporate drawing and painting, which are compulsory for every year group; and digit media / collage; print / printing; sculpture / 3D and textiles will be taught across years 1 and 2; years 3 and 4, and; years 5 and 6. The opportunity should be given for children to evaluate and respond to art using visual language, and to make informed comments about their own work and that of others.

Lessons should be planned and organised to allow children to work independently, in pairs, as part of a small group or as a whole class, regularly. Where ever possible, arrangements will be made for local artists to visit school to work with each class or for classes to visit a local gallery. This will provide opportunities for children to see other artists at work and enable them to learn new skills and techniques.

Differentiation

Children with Additional Needs should be integrated as fully as possible into all aspects of the Art and Design curriculum. Differentiation by task, support and outcome will allow all children to improve their confidence and self esteem, as well as meeting the individual needs of the class. When planning group work, it is important to incorporate some activities in which mixed ability groups can be used. In doing so, children will be able to consolidate their skills by demonstrating what they are capable of to others or on the other hand, some children will be able to observe good practise from their peers.

The position on the learning continuum should be considered when planning to use resources and equipment. In some cases, different equipment may be required for lower attaining children, or for higher attaining children who require a more challenging task.

Monitoring

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Each child has a sketchbook (See 'Guidance for Using Sketchbooks in Art and Design') which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

Assessment

On going teacher assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to aid future planning and to enable the teacher to match the tasks set with the needs and abilities of the children.

Progress of art work should be recorded within each child's individual sketchbook (See 'Guidance for Using Sketchbooks in Art and Design'). Teachers must not write on any art work produced by any children in their class, but should provide verbal feedback. Every half term objectives are updated through our assessment tool 'Target Tracker' to enable the Art and Design Subject Leader to monitor progress across the school.

Resources

The main Art and Design resources are stored centrally. Any unused resources should be returned to the art cupboard at the end of each lesson / activity by an adult. Consideration should be given to other members of staff who may be waiting to use a particular resource.

Art resources are expensive and this is should be considered when planning how an activity will be implemented. Children need to be taught to use resources in an economical way, to think about what they need and to cut down on waste. The Art and Design Leader should be informed when a particular resource is running low, to allow time to order and receive them before running out completely. Requests for additional resources should also be given to the co-ordinator.

Health and Safety

A risk assessment must be carried out prior to any off-site visit. These are often available from the Art Gallery or location of the visit. It is the responsibility of the class teacher to ensure the risk assessment is complete before the visit takes place. Risk assessments must also be made for the journey to and from school.

When in school, all children should be taught to use items of protective clothing, when necessary, and to be encouraged to maintain a safe and tidy workspace. Teachers and children should be aware of potentially hazardous tools and materials, in relation to their storage and use.

Cross-Curricular Themes

There are many opportunities to use Art and Design as a basis for work in a variety of other subjects. These may include Design and Technology, History, Geography, English, PSHE and many more. Children should be encouraged to look closely at pieces of art work and consider the focus for each piece as well as the artist's perception and emotions towards the subject.

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