

Art & Design Policy 2019-20



Black Firs School

Introduction

The policy should be read in conjunction with the Art Progression of skills document, which can be used as a springboard to develop the individual teacher's ideas in a personal way knowing they are within the School's guidelines. This should enable teachers to design a programme of activities which is responsive to their own and children's skills and needs in art.

Art and Design is a fundamental and unique form of experience which cannot be imitated. Children in a community whose culture is increasingly visual require an education which equips them with experience and the language to describe it. A recognisable structure for the teaching of art and design is essential and should provide logical and sequential activities which grow more complex as they build upon previous experiences.' (Cheshire Art Policy '97)

Creative Process

At Black Firs we have carried out action research in to how we develop creative thinking in our children. The diagram opposite illustrates our approach. In Art we start with **1. Recording** which could be done in a number of ways but usually would be in a sketch-book. The conceptualisation in to 2D from real world form leads to **2. Interpretation** and allows the artist to reflect. This is where knowledge of other artists work or art movements used in similar contexts can be inputted. The next **3. Interpretation** stage is a skills input and an opportunity to try different techniques and examine the skills used by other artists. Stage **4. Outcome** is where the child can use their recorded ideas, knowledge & skills gleaned to produce a piece of art work. Stage four and five is a little subroutine loop where work can be refined and **5. Evaluated**, reworked & improved. The aim of this practical first-hand experience is to gain a deeper **6. Understanding** and personalised, relevant response to the creative process within art.



Intent

The subject comprises of Programmes of Study, End of Key Stage Descriptions and two Attainment Targets. The End of Key Stage Descriptions set out the standard of performance expected of the majority of children at the end of each Key Stage. The Attainment Targets are divided into a number of strands throughout Key Stage 1 and Key Stage 2 and are organised into levels of increasing challenge. The children will undertake a balanced programme which takes account of abilities, aptitudes, physical, emotional and intellectual development. It is expected that most children will achieve the end of Key Stage 1 at age 7, and the end of Key Stage 2 at the age of 11.

In learning Art the children will be provided with a range of skills, concepts and attitudes and a mastery in a range of techniques and methods of working. We are concerned with the process of art activities as well as the product, therefore it is important to list these skills, concepts and attitudes which the child should develop.

Implementation

Art is included as a foundation subject within the National Curriculum. The aims of art are consistent with our school philosophy and take account of Cheshire Curriculum Policy and National Curriculum Non-Statutory Guidance. The aims of Art education should:

- Foster the individual child's creative ability so that they see themselves as artists and develop the technical skills necessary to bring them to their full potential
- Help children explore the world first hand using their senses & experimentation and so gain knowledge & understanding of the world in which they live
- Develop confidence, value and pleasure in Art
- Develop children's aesthetic awareness enabling them to make informed judgements about Art and make appropriate connections between their own work and the work of other artists
- Structure opportunities inside and outside school for children to talk confidently about the work of other artists, designers and crafts people and their own artwork, expressing their own ideas, feelings, thoughts and experiences
- Develop children's design capability
- Develop children's ability to value the contribution made by other artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures
- Develop inventive thought and action and the ability to innovate, initiate, discriminate and make effective personal responses.
- Develop visual and tactile sensitivity and powers of observation, together with awareness of colour, form and space in the environment and the man-made world.
- Develop understanding of a variety of media and processes in order to record, communicate and express ideas and feelings in many different ways.
- Develop non-verbal means of organising ideas and seeing relationships which supplement and reinforce verbal learning.
- Develop imagination, feeling and sensibility.

EYFS and Key Stage 1

The process of drawing is a very early form of communication for all children. Many children draw, paint, model, construct and use media and materials creatively in their own time; others have little opportunity to develop and enjoy these early experiences. The teacher's most powerful tool in the early years is that of expectation which is powerfully reflected in the aesthetic provision of the classroom environment.'

Children are encouraged and provided with:

- practical, creative and imaginative skills through a balanced programme of art, craft and design activities
- a range of quality starting points to encourage drawing from observation, imagination and experience. Drawing is a fundamental activity which needs to be developed and constantly built upon. Opportunities should be provided to enable children to use a range of media including painting, drawing, collage, sculpture and textiles
- demonstrations of appropriate techniques teaching them to use and control the appropriate tools
- opportunity to experiment with and use pattern, texture, colour, line, tone, shape, form and space to make their own images in 2D and 3D, and to recognise these elements in other works of art
- objects and images to collect, sort and describe, that they may use in their artwork

Key Stage 2

During Key Stage 2 children will build upon previous experience and the principles of the earlier key stage remain significant. Children should be encouraged to develop continually their recording skills and to exhibit greater independence in their selection and development of source materials from a range of cultures and times. They should develop confidence in building up their own sketchbooks, which at this stage are a national curriculum requirement. More can be expected from children in the use and exploration of two and three dimensional media, the scale they might choose and a higher order of skill level in the control and use of tools. Children should be able to modify and adapt their work confidently and play a greater part in its development. Children can be expected to develop a greater understanding of the work of other artists, crafts people and designers, applying knowledge to their work accessing works of art in school. The development of the appropriate vocabulary and using knowledge to support their views will be an important element in progression. The integration of both attainment targets, wherever possible in the planning and development of work is an essential requirement at this key stage. Drawing always remains a fundamental issue, coupled with the pleasure and self-esteem that children gain from the subject.

In order to achieve these aims Art will be organised into a combination of assignments or units of work. These will follow the progression statements outlined in the Scheme of Work. There will be opportunities for single subject study and integration into Study-work. Art must not be undervalued.

Teacher's short term plans show coverage and evaluation on a weekly basis. Subject planning for Art work is usually incorporated into medium term planning by subject each half-term or term. Long term plans determine Units of Work. There is a proforma unit planning sheet included in the Scheme of Work. This format ensures that subject matter, range of media, key elements & art skills are outlined along with artists the children will experience during the unit. A Scheme of Work where learning activities are sequenced will develop as staff continue to plan. Further examples will be drawn from the Cheshire Art model Study Work when published. Within the Scheme of Work, learning activities are sequenced to ensure continuity and progression. Art units can be taught through a combination of direct teaching, providing children with real experience, use of teacher-prepared materials, other artists' work, educational visits, artists-in-residence and other resources such as TV, video, slides and Information Technology.

Impact

Assessment and outcomes within the art curriculum is ongoing throughout the school year. This is reported on across the academic year on the online Earwig platform as an evidence base for teaching staff but also as a reference for parents.

Reporting

Assessment, Recording and Reporting in art will follow the published policies of the School. Art outcomes and artefacts are not the only means of assessment. The process of art is just as important and the class teachers' judgement of this must also be reflected; ask two simple questions 'Can they?' and 'How well can they' - do what is required?'

Art skills are recorded as a product in sketch books, study work assignments and also as photographic evidence on Earwig.

Record Keeping

Records are kept on the online platform Earwig for subsequent use when writing end of year reports for the children along with ongoing review and assessment for teachers and coordinators over the year.

Children with SEND

See the SEND Policy. The needs of children with Statemented Special Educational Needs, and those with a greater need for the development of fine motor control skills, will be met within the Art Policy,

Schemes of Work and whole school aims. Activities and units planned to be undertaken must be matched to each individual's needs; this is the responsibility of each class teacher.

Equal Opportunities

Please refer to the School Aims & Statement on Equal Opportunities.

Art will be looked at from different cultures, and both male and female artists. The policy will ensure that certain crafts such as sewing and weaving are not seen as tasks for girls only, and working with wood tools for boys only. Monitoring of the policy for equal opportunity in terms of its operation is ultimately the responsibility of the Headteacher and the Senior Management Team, but all staff are responsible for the day-to-day implementation of the art policy in relation to equal opportunities

Role Of Coordinator

- Art is taught by all class teachers and has a Curriculum Co-ordinator with responsibility for developing the subject. The Co-ordinator receives any information/resources which arrive in school, but decisions and attendance at courses involves all members of the teaching staff.
- It is the responsibility of class teachers to review their use of art materials & resources. The art co-ordinator will also help, reviewing and give advice based on improving the quality of materials and broadening the range, to include new skills & techniques. Resources should only be replaced or purchased after such consultation. Resources will be purchased by staff on their annual requisitions.
- Staff are asked to submit to the Art Curriculum Co-ordinator lists of any general resources which they require to be added to the existing bank. The purchase is based on the Art budget allocated from the main school budget.
- The co-ordinators may undertake, where appropriate & as time allows, specialist teaching, including practical demonstrations for small groups using slides etc. This will generally take place throughout the school.

Health & Safety (see also Health & Safety Policy)

It is the teachers' responsibility to check the equipment that they are planning to use in the teaching of art to ensure that they are safe for use. If equipment is deemed unsafe for use it is important to inform the coordinator to dispose and/ or replace the equipment.

Please refer to the whole school Health and safety policy.

Review

Evaluation is carried out to enhance teaching and learning of Art and is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Art in order that children make the greatest possible progress. However, detailed evaluation is undertaken by the Art Curriculum Coordinator together with the Senior Management team. As with all evaluation the Headteacher has overall responsibility for this work. Evaluation focuses on content, children's progress and factors influencing progress including organisation and methods, resources and their accommodation.

The effectiveness of INSET is also evaluated by the staff and if more is required this is made available by the co-ordinators or outside sources or artists working in residence.

Some evaluation is ongoing and occurs through observation and discussion of children's work and that of other people. Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment and create opportunities for work of quality to be displayed within the school.

Analysis of teacher planning to ensure coverage of Programmes of Study is carried out. Medium term planning is filed and put in the staff-room to be available for all staff.

Evaluation is ongoing throughout the school and discussed and reviewed annually. The teaching staff work together to consider any necessary changes or adaptations to the policy. These are then discussed and agreed by the whole staff before the policy document is amended. Throughout the year the whole staff are encouraged to feedback any information and ideas to the Art Curriculum Co-ordinator, for example comments on how a particular unit /assignment is progressing and the work that children are undertaking, availability and suitability of resources etc.