

**Art Policy**

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| **Schedule for Development, Monitoring and Review** | |
| Approved by governors on: | **June 2019** |
| Implementation monitored by: | Dan Thompson |
| Review arrangements: | Annually  All policies will be reviewed if there are any significant developments or changes to legislation |
| Reviewed:  The next review of this policy: | **June 2020**  **June 2021**  **June 2022**  **June 2023**  **June 2024**  **June 2025**  **June 2026** |

**AIMS**

The aim of this policy is to inform all stakeholders of teaching and learning within the subject of Art & Design for all KS3 students who are part of Leicester Partnership School.

The aim for students at the school is for them to understand, explore and evaluate different forms of art & design in the wider world (including historical) anddevelopcreative skills for artistic expression.

For them to enjoy using a range of materials and processes, building appropriate language to record their experiences, and make connections between art, craft & design in the world around them, building on their prior learning.

The KS3 programme will provide foundation skills which will be further developed at GCSE.

**CURRICULUM COMPONENTS**

There are a number of key concepts that underpin the study of art & design. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

**CREATIVITY**

a. Producing imaginative images, artefacts and other outcomes that are both original and of value.

b. Exploring and experimenting with ideas, materials, tools and techniques.

c. Taking risks and learning from mistakes.

**COMPETENCE**

a. Investigating, analysing, designing, making, reflecting and evaluating effectively.          
b. Making informed choices about media, techniques and processes.

**CULTURAL UNDERSTANDING**

1. Engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making.
2. Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts.

**CRITICAL UNDERSTANDING**

a. Exploring visual, tactile and other sensory qualities of their own and others’ work.

b. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed.

c. Developing their own views and expressing reasoned judgements.

d. Analysing and reflecting on work from diverse contexts.

**PROGRAMMES OF STUDY**

All projects (Starting Points) begin with a 2D approach which may include drawing (using a broad range of drawing materials), painting, collage, information and mood boards using a variety of drawn and found research. These starting points are then developed into:

mixed media pieces using different techniques, including those for decorative surface designs and printing, 3D work using card, papier-mache, Modroc, clay, outdoor assemblages for sculptural and functional forms as well as relief pieces. Students will work on a variety of scales, some of which will feed into cross-curricular activities such as Drama e.g. props.

Starting Points include:-

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| * Elements of art * Neurographic art * Gargoyles * Portraits (Beryl Cook) * Vorticism * Still life * Jungle (Rousseau) * Outdoor sculpture (Goldsworthy) * Low relief urban study (Boyle Family) * Abstract (Kandinsky) * Op art (inc. Perspective) * Pop art letters- 2D & 3D * Action painting | * Insects * Mixed media animal collages * Green man * Aboriginal art * African masks / pattern * Footwear * Body art * Chinese New Year * Rangoli / Mendi * Flowers (Van Gogh / O’Keefe) * Food: paintings and sculptures * Steampunk (2D & 3D) * Natural Forms (GCSE)  |  | | --- | | * Removed (murals) | |
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**ASSESSMENT**

Students work (outcomes) is assessed using N/C Guidelines: understanding, exploring, developing and evaluating. Student’s approach to work (often the key to improvement) is assessed using the REACH ladder and end of topic ‘REACH Feedback Sheet’.

**MONITORING AND EVALUATION**

The monitoring and evaluation of this subject takes place through the following:

* Lesson Observations
* Learning Walks
* Work Scrutinies
* Marking Scrutinies
* Assessment Tracking
* Focused Discussions
* Display of students’ work around the school