



**Leicester
Partnership
School**

Arts and Crafts Policy

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

AIMS

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

The aim for students at the school is for them to explore and enjoy using a range of materials and processes, develop an appropriate language to record their experiences, and make connections between ARTS & CRAFTS and the world around them, whilst building on their prior learning.

CURRICULUM COMPONENTS

There are a number of key concepts that underpin the study of art, craft and 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

- a. 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.
- b. 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 and mood boards using a variety of drawn and found research. These starting points are then developed into:

Printed work; making and using lino blocks, mono print materials and collagraph plates. Using the printing press to achieve a variety of outcomes.

Textile work using dyes, paints, markers, T-shirt printing, embroidery and weaving techniques.

3D work using mod roc or clay for sculptural and functional forms as well as relief pieces.

Starting Points include:-

- Superbugs
- Under the Microscope - Abstracts
- Landscape and Trees
- The Art of the Skull
- Bernard Palissy – Garden creatures
- The Green Man
- Drawing Exercises / Study sheets
- Fabulous Fish
- Healthy Eating images
- Reptiles/Coil pottery
- Researching a chosen Artist
- Ugly Mugs
- Birds
- Alberto Giacometti
- Palm Tattoos
- Visual Impairment
- Fashion
- Space
- Van Gogh's Sunflowers
- Modigliani Portraits

ASSESSMENT

Student work (outcomes) is assessed using N/C Guidelines. Student's approach to work (often the key to improvement) is assessed using the REACH ladder.

The Department now has a trained Arts Award Advisor and 5 Day/full-time students are following the Bronze Award curriculum. This year 2 Day programme students will monitor their work using the bronze award framework and enter as appropriate.

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
- Performance Management