

ART AND DESIGN POLICY

This Policy has been devised by the Art co-ordinator in consultation with the whole teaching staff, following guidelines by the LEA.

RATIONALE

THE IMPORTANCE OF ART AND DESIGN

Art and Design stimulates Creativity and Imagination. It provides visual tactile and sensory experiences and a unique way of understanding and responding to the world. Students use Colour, Form, Texture, pattern and different materials and processes to communicate what they see, feel and think. Through Art and Design activities, they learn to make informed valued judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of Artists, Crafts people and Designers. They learn about the diverse roles of functions of Art, Craft and Design in Contemporary life and in different Times and Cultures.

* Art and Design includes Craft.

Primary – National Curriculum Handbook.

AIMS AND OBJECTIVES

At St Nicholas School Art and Design is not only a means of expression in a 'Visual' form but in the wider sense of Multi Sensory 'Creativity'. Music, Dance, Movement, Drama and Story telling are also used in Art and Design lessons enabling students to explore a wider, more expressive, sensory and holistic way of learning.

1. Art will develop Visual, Tactile and Sensory awareness in pupils.
2. Students will be given the opportunity to record their feelings and express their creative imagination.
3. Students will develop their visual, tactile and sensory vocabulary and understanding of the visual elements in order for them to effectively express themselves through artistic means.(The Visual elements are colour,line, tone, texture, pattern, form and shape.)
4. Students will be given the opportunity through the use of artistic media to acquire skills and develop artistic techniques. These skills and techniques will include; drawing, painting, print making, collage, textiles, sculpture (junk modelling,paper mache,modroc and clay) film and digital media.
5. The Art lessons will develop students critical abilities and understanding of their own and others cultures and heritage.
6. Games, Music ,Dance/Movement, Drama and Story telling are incorporated in many sessions allowing students to explore the creative arts and experience projects more fully.

STAFFING

Art is taught by class teachers and 2 Specialist Art Teachers. Art is taught both discretely and as a valuable resource across the curriculum.

Primary and Secondary – Micaela Beatson (Art co-ordinator.)

Primary, Secondary and Post 16 – Mig Rowan – Ceramics Art Teacher.

Primary and Secondary – Sarah Wheeler

EARLY YEARS

The 'Foundation Stage' encompasses Art and Design throughout all aspects of the curriculum giving opportunities to explore all environments with Creativity.

The four areas are; a Unique Child, Positive Relationships, Enabling Environments and Learning and Developing. This approach acknowledges that children develop and learn in different ways and at different rates and that all areas of learning of development are equally important and interconnected.

Students at the Mary Sheridan 'pre-school' centre and in 'Reception' at St. Nicholas will follow the above 'Foundation' stage curriculum.

PRIMARY AND SECONDARY SCHEMES OF WORK KS 1-4

The content of the Schemes of work for Art are based on the Primary and Secondary topic webs. As mentioned above, Art is taught in a very holistic and creative way frequently crossing onto other curriculum areas such as ;Dance, Music, Drama, Maths, Science,English etc.

Schemes of work have been planned to ensure that the teaching of Art at St Nicholas is broad, balanced continuous and progressive. The Schemes of work have been developed with reference to the Equals and QCA guidelines and commercially available schemes of work in Art and Design. They have been designed so that students have the opportunity to learn about a range of materials, tool, techniques and Artists. These include; Textiles, Sculpture, and Digital media. Learning about Art from different countries and cultures is an important component of the Multi- Cultural Celebrations which the entire school are involved in during every summer term.

In addition, Post 16 students are given the opportunity to expand on their existing skills during Art sessions both at the College and at St Nicholas school sites. Work includes both individual and collaborative work and designing and making props and costumes for productions.

CLAY AND CERAMICS

The Kiln is based in the DT room and is used by the three Art teachers. All staff however, have access to clay equipment and materials. (most of which is on a trolley enabling staff to take it into classes if appropriate.)

Even though many staff already use clay across the curriculum there will be regular inset sessions to allow staff to become more confident using clay.

ADDITIONAL OPPORTUNITIES AND ACHIEVEMENTS

1. Art Club for Secondary students during lunch breaks.
2. Visits to local Museums and Art galleries.
3. Visits from Artists, Arts and Community groups.
4. Regular participation in local and national competitions.
5. Inset opportunities for all staff members.
6. Artsmark Silver Award. (We are currently applying for the Gold Artsmark award.)

RECORDING AND ASSESSMENT

1. Student's progress is assessed through pupil observations ,using SOLAR assessment and photographs.
2. An Art report is included in all students Annual Reviews.
3. At KS4 students are able to gain accreditation for the following;
 - Expressive Arts section of the ASDAN Transitional Challenge.
 - Entry level course in Art and Design.
 - Bronze ARTS Award.

- Explore and Discover (Arts Award)

ORGANISATION OF RESOURCES

1. A basic range of Art materials and equipment are available in each classroom.
2. The Art and DT rooms store art materials for both Primary and Secondary departments. Specialist equipment and materials are locked in the art room store but are for everyone to use.
3. The Art Co-ordinator manages the storage of most specialist materials and equipment including those used for the delivery of Critical studies.
4. The Art co-ordinator is responsible for the ordering of all Art materials and equipment for the Primary and Secondary departments.
5. There are 2 Art rooms, one of which is used by the two Art teachers and the other is used for Design Technology, the Kiln, clay materials and equipment. The entire school have access to the DT room and its materials and equipment.

DISPLAYS

1. Class teachers are responsible for display areas in their classrooms.
2. We are currently reviewing new Display areas around the school.

HEALTH AND SAFETY

It is essential that staff ensure that any equipment used that carries a risk to students safety is appropriately supervised.

CLAY AND CERAMICS

MATERIALS AND EQUIPMENT

- ALL clay materials and equipment must be used under high staff supervision.
- Clay materials such as slips and glazes are locked and are only to be used by the two Art teachers. In the future more staff will have access to slips which can be used by students (slips are non toxic.) Glazing is done by the Art teachers due to the high toxic and chemical content.
- Plaster of Paris is also locked and MUST only be used under high staff supervision.
- Materials and equipment such as rolling pins, tile cutters and wire cutters are to be washed after each session. Fabric pieces (for rolling clay onto) will be renewed regularly to prevent build up of dust.
- All unused clay is to be tied tightly in plastic at the end of sessions to prevent drying out and replaced in the appropriate clay bin.

SAFETY OF STAFF AND STUDENTS

- All those using clay must wash hands thoroughly after use.
- Tables and surfaces must be washed after use to prevent dust.
- If students mouth or eat any clay it can be easily rinsed with water (due to it being non toxic it will not harm.)

HEALTH AND SAFETY

All activities will be risk assessed and appropriate safety precautions taken in accordance with the guidance in the BAALPE handbook. Staff should also be aware that they need to take into account specific conditions (e.g. Atlantal Axial Instability in pupil with Downs Syndrome). Please see the current BAALPE handbook in the school staffroom.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Health and Safety
Safeguarding
Design Technology
All curriculum policies
Community Cohesion
Equality
Music

MICAELA BEATSON
REVIEWED TERM 2 2014