



Art and Design Policy

Review Date: November 2023

Next Review Date: November 2025

“Every child is an artist. The problem is how to remain an artist once they grow up.” Pablo Picasso

In Art, children are encouraged constantly to explore, express and create using a wide range of materials and to gain knowledge of artists and their techniques. We actively encourage our children to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas. Teaching should ensure that ‘investigating and making’ includes ‘exploring and developing ideas’ and ‘evaluating and developing’ work. ‘Knowledge and understanding’ should inform this process. Art and design is a process that starts as a child and too often stops as an adult. At Uplands we strive to give the children the confidence to continue their learning and development as they mature without fear of failure.

Aims

In teaching Art we aim to:

- enable children to become visually literate and understand that Art is a form of communication
- develop children’s capacity for imaginative and original thought and to try out ideas without fear of failing....there is no ‘right’ or ‘wrong’ in art!
- enable children to use a wide range of media to communicate ideas and feelings, and to create both 2D and 3D artwork
- nurture and harness creativity and acquire and develop a range of skills and techniques
- enable children through observation to learn about the world around them
- help children learn about the role of art, craft and design in their environment and take inspiration from it through the study of a variety different artists/architects from different times, fields and cultures
- enable children to become independent in the planning and reviewing of their work and through discussion of other children’s work
- enable children to develop their full potential confidently and independently.

Objectives

We will endeavour to meet our aims by working in the following ways.

- Ensuring learning objectives are clear and skill based through planning relating to the National Curriculum art coverage
- Ensuring Equal Opportunity. (see policy)
- The gradual introduction of a range of materials and techniques and ensure time for the exploration of the potential and limitations of each.
- Introducing sketch books at Key Stage 1 to plan and evaluate work as appropriate to the individual
- Working at a variety of skills, individually and as part of a group, and in both 2 and 3 dimensions
- Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
- Using memory and imagination as starting points as well as developing work from direct observation.

- Allowing children time to reflect and talk about their work both individually and as a group and to verbalise and make changes as they see fit.
- Providing the opportunity for contact with the work of other artists and designers from a variety of times, styles and cultures at regular intervals.
- Parents will be encouraged through the newsletter to take their children to galleries and exhibitions to look at other artists' work
- Teaching children specific information e.g. artistic elements (colour, tone, shape, form, pattern, line and texture) and skills as appropriate.
- Pupils collecting resources and ideas from which to develop artwork.
- Collating work photographically and in sketchbooks to show achievements and progression through Key Stages 1 and 2.
- Encouraging older children to plan, evaluate and re visit their work.
- Using display to set standards, show individuality and celebrate the children's achievements and successes.
- Linking Art and Design activities to other areas of the curriculum as often as possible.
- Seeking to ensure that all staff continue professional development.
- Monitoring the quality of provision regularly.

Art and Design Activities in School

- *Drawing* - using a range of tools and media i.e. sketching pencils, charcoal, marker pens, fine drawing pens etc and in a variety of sizes and to draw from observation, memory and imagination.
- *Painting* – using a range of paint, acrylic, poster, watercolours, papers and tools.
- *Collage and mixed media* – a range of materials on a variety of surfaces.
- *Print making* – using a range of materials on a range of surfaces i.e. monoprints, relief prints, block prints etc
- *Fibres and fabrics* - textile representations –sewing, weaving, dying, batik
- *3D work* - clay [both air dry and kiln fired clay, modelling materials i.e. wire, papier mâché, recyclable materials
- *Large scale work* - collaborative work for internal and external display using a range of tools and media.
- *Using works of art* - to inspire and inform
- Using ICT resources - digital cameras, video cameras when appropriate, software programmes.

Roles and Responsibilities

The Head Teacher will be responsible for:

- reporting to the Governors about any monitoring that has taken place
- developing the monitoring policy
- supporting the Art and Design subject leader
- allocating the budget.

The Art and Design Co-ordinator will be responsible for:

- reviewing and updating the Art and design Scheme of Work ensuring progression through the school
- ensuring the effective teaching of Art and Design throughout the school
- auditing, organising and purchasing Art and Design resources relevant to specialist art teacher's classes
- offering support and advice on possible teaching activities to all staff
- informing staff of relevant courses etc to encourage personal professional development.

Delivery of Art and Design

Teachers are expected to employ a range of teaching strategies and use their professional judgement to decide on the most effective and appropriate one to enhance learning. This includes individual, group, whole class and whole school learning. Art also has a substantial focus in enrichment weeks. Visiting artists will also be used to inspire children and work alongside them.

Links with Other Curriculum Areas

Art links with most other subjects and should be used as a means to support and record knowledge and understanding, i.e. design batik to show what you know about estuaries. It is taught mainly through class topics linking with well-known artists however work on individual artists may be taught as a topic within itself. It can be used to enhance any area of the curriculum if appropriate.

ICT is used to support Art and Design through Graphics software and the use of effects when producing photographs taken with the digital cameras. ICT should be used to inform about the life, techniques and impact of artists at both a local and global level.

Resources and Resource Management

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources. If a member of staff wishes to request specialist resources for their class, they should speak to the Art subject leader.

An audit to enable the updating and replenishment of the Art and Design resources available in school is regularly carried out.

Equal Opportunities, inclusion and cross-cultural equality

All children, should have equal access to the Art and Design curriculum and all activities carried out. Opportunities to produce work from a variety of cultures will be provided and if possible, using the tools and techniques used by those cultures. E.g. flour paste for batik when studying Africa. Discussion will take place as to why particular materials are used.

Teachers will aim to provide effective learning opportunities by:

- setting suitable learning challenges
- responding to children's learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.

Special Needs

- Opportunities will be provided for children with SEND through differentiation in planning.
- More able children will have extension activities.
- The needs of children with physical disabilities will be taken into consideration when planning work.
- Children will be encouraged to go back and develop their work by building on existing experiences
- The SENCO and the subject leader will try to advise teachers on the activities relevant to pupils with Special Educational Needs.

Health and Safety

Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of Health and Safety are not given proper attention during the activity. It is not always possible to remove all risks and hazards. The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways.

It is important that children learn to use items of protective clothing such as overalls, aprons and gloves. Protective clothing is always needed when varnishing, spraying (using inks or aerosols), handling clay and hot wax. There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use.

Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task. Safety measures are necessary to the following: electricity; heat (water, steam and other substances); slippery surfaces, whether floors or working surfaces.

(Taken from Health and Safety Education – Art for all ages 5-14)

Assessment, Record Keeping and Reporting

The children will be assessed as they work through a range of activities including observation, discussion, practical work as well as self assessment and pupil assessment during discussions/crits at the end of an art session. School/class yearbooks will be used to show progression and types of work covered by all children. All assessments will be passed to the art coordinator who will analyse the results to see where further teaching is needed in a particular skill area. Photographic evidence of the art work undertaken as well as numerous samples of actual work will be gathered as well as being displayed around the school.