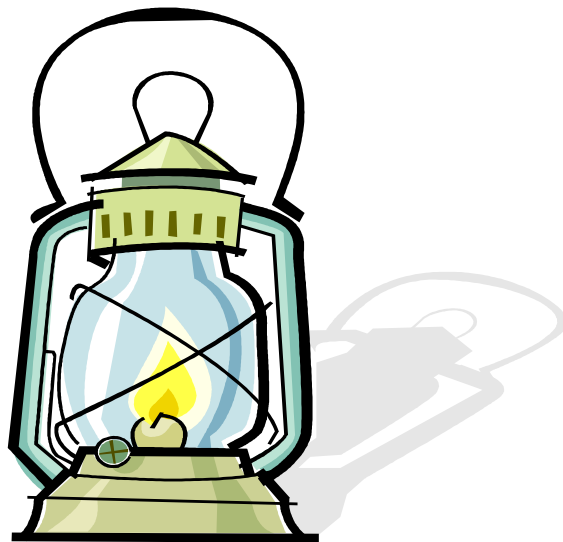




# *ART & DESIGN POLICY*



AUTUMN 2013



*"Shine like a lantern in the presence of the Lord."*

# CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>AIMS.....</b>	<b>3</b>
<b>INCLUSION.....</b>	<b>3</b>
<b>ROLE OF THE STANDARDS LEADERS/LEADING TEACHER FOR ART .....</b>	<b>4</b>
<b>ORGANISATION OF ART RESOURCES IN THE SCHOOL.....</b>	<b>4</b>
<b>HEALTH AND SAFETY .....</b>	<b>5</b>
<b>DISPLAY.....</b>	<b>5</b>
<b>PROGRESSION AND CONTINUITY .....</b>	<b>5</b>
<b>MONITORING AND EVALUATION .....</b>	<b>5</b>

## **Introduction**

Art has many natural links with other areas of the curriculum. It should, therefore, not be used as a service subject to provide illustrations for other areas. It should be viewed as a fully fledged part of all children's entitlement.

## **Aims**

- To give pupils in Early Years and Key Stages 1 and 2 the opportunities to undertake a broad and balanced programme of art.
- To develop visual and tactile sensitivity and encourage children to find satisfaction through the use of their senses.
- To develop children's imagination and creativity.
- To develop children's ability to communicate and express ideas and feelings in creative ways
- To promote the development of new skills, ideas and concepts and attitudes through the exploration of different materials and technical processes.
- To provide stimulating ideas for art activities, building into successful units of work based on children's experience, knowledge and understanding.
- To look at the potential of art in cross-curricular work.
- To ensure that all children get their full entitlement in art by providing a balanced consistent and enjoyable art curriculum.
- To give the children the opportunity to understand their world by response to first hand experiences.
- To encourage children to take pride in their own work and to appreciate the work of others.
- To encourage the understanding of art as a form of visual and tactile communication therefore developing a knowledge and appreciation of art in a variety of styles and from a variety of cultures and times.
- To encourage the children to think for themselves and develop self-motivation and discipline.
- To encourage independence and confidence when handling, choosing and using different media and techniques.
- To encourage an appreciation of the styles and techniques used by other artists.
- To recognise and celebrate art as a strength and talent of some pupils over their academic skills.
- To encourage children to form links between Art and other areas of the curriculum

## **Inclusion**

It is important for all children to experience a range of activities, irrespective of difference in race, gender, cultural background or physical disability. Appropriate attention is given to both boys and girls.

We will promote racial equality and encourage, support and enable all pupils to reach their potential regardless of race or culture.

Our commitment to equal opportunities is reflected in the aims of our school. We offer equal access for every child to all subject areas in line with the National Curriculum. Our planning and teaching actively reflects an awareness of age, gender, ethnicity and ability across the year groups.

We foster an ethos of mutual respect and esteem for everyone in our community. As a whole staff, we strive to provide positive role models for the children in our care.

We rotate displays to ensure all children's art work is displayed at some point in the academic year.

### **Role of the Standards Leaders/Leading Teacher for Art**

- To review the Art Policy and QCA Scheme of Work.
- To order materials/resources and monitor appropriate usage and storage.
- To advise, monitor and encourage continuity and progression through the school.
- To monitor, organise and review displays around the school and the display policy.
- To keep abreast of developments and keep others informed.
- To provide support in areas of specific concern to teachers.
- To liaise and monitor children's work and collect good examples of work in the Lead Art Teacher's Folder.

### **Organisation of Art Resources in the School**

Each EYFS classroom has a recognised 'Art Area' in the classroom, where well labelled materials and resources are made available. These should be easily accessible to children so that they can develop independence in locating and using classroom resources. KS1 and KS2 pupils access a range of activities and resources in the School's Art & Technology Room.

In Reception and Nursery resources include:

- paintbrushes of various sizes
- selection of drawing media
- powder paint, water pots, palettes, spreaders, scissors (including left handed)
- ready mixed paint in shades of primary colours and white
- chalk pastels
- collage materials
- water based glue
- charcoal

In the Art & Technology Room resources include:

- paintbrushes of various sizes
- selection of drawing media
- water pots, palettes, (including water colour) spreaders, scissors (including left handed)
- ready mixed paint in shades of primary colours and white
- charcoal
- pastels both oil and chalk
- PVA glue
- Water colours
- Textile materials
- Display resources
- Collage materials
- Books about Artists and Art techniques
- Selection of Art papers, card and foils

## **Health and Safety**

Tools and equipment should be kept in good condition and stored safely. Correct use of cutting tools should be taught to children. Glass containers should not be used for water at any time.

## **Display**

This is carried out in accordance with the Display Policy.

## **Progression and Continuity**

The Reception classes follow the Expressive Arts and Design Early Learning Goals in the Early Years Foundation Stage framework. From Year 1 to Year 6 children follow the National Curriculum that includes 6 elements of art, including drawing, painting, printing textiles/collage, 3 dimensional work and making connections with artists.

Children in Key Stage 1 and Key Stage 2 will cover one QCA topic of Art & Design each half term. Art is taught through the QCA Scheme of Work where skills and knowledge are taught in a thematic cross curricular way.

There are numerous themed days throughout the year, where there is often a focus on activities of an artistic nature. These days also help to ensure that there are no gaps in skills and knowledge.

The scheme of work has been designed to provide children and teachers with stimulating ideas but not prescriptive. This allows the art elements to be adapted to the needs of the pupils rather than the teacher.

## **Monitoring and Evaluation**

Assessments in Art & Design are carried out at the end of each half-termly QCA topic. The Lead teacher for Art & Design will update their Lead teacher folder with assessments and monitors on-going assessments throughout the year. Samples of pupil's work and evaluations from Teachers and pupils are evidenced at the end of each topic to reflect upon the learning outcomes and next steps from each QCA topic. The Lead Teacher ensures that the Assessments and Evaluations are reflected in their on-going subjects audit and yearly action plans.