

LEAMINGTON C.P. SCHOOL



Art and Design Policy

Alternative version available on request

Art and Design Policy

Mission Statement.

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.

National Curriculum

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
(Purpose of Study 2014)

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

General Introduction

At Leamington Community Primary School, we believe that Art and Design is a unique experience which provides an accessible means of expression to all children. It encourages children's natural desire to investigate objects, materials and techniques, and it allows children to build up a store of mental images and become enthralled and inspired in their own creative work.

Subject Content

To ensure that the programme of work is achieved the following broad outline of work at K.S.1&2 will be used.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Equal Opportunities.

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to allow all stakeholders to have access to the full curriculum regardless of all disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum, and that good progress is made.

Special Education Needs.

Art can make a valuable contribution to the education of pupils with special needs. In our school they are given the same access to activities that are challenging and we allow their abilities to develop at their own pace and enable them to encounter success.

Differentiation

Differentiation will be by support, templates, outcome, choice of materials and task.

Gifted and Talented.

Any children who are achieving significantly higher levels of performance than average for their year group in this subject will be identified as gifted/ talented. Class teachers (with support of the subject & Gifted and talented leader when needed) will ensure that appropriate tasks are planned to challenge and stretch all children. These children will be tracked throughout their time at Leamington to ensure they reach their full potential.

Every Child Matters

Children will be taught in line with the Every Child matters document covering the five areas:

Economic wellbeing

Enjoy and achieve

Be healthy.

Be safe

Make a positive contribution.

Safeguarding

This is a safeguarding school.

We have a duty to safeguard and promote the welfare of children.

If we have any concerns that a child may be suffering harm, we have no choice but to refer to Social services when appropriate.

The named Child protection co-ordinator (CPC) is Mrs Draper.

The nominated governors for Child protection are Mrs Shaw and Miss Simcoe.

Copies of the school's child protection /safeguarding policy can be obtained from the school on request.

Early Years

All children under 5 years are given the same access to the Art Curriculum as K.S.1 children, but greater emphasis is placed on the use of tactile materials. The three main emphasises are drawing, painting and 3D work.

Progression of Skills

It is the responsibility of the teachers, when planning to take into account the skills suggested in the progression of skills documents. This gives the skills required for textiles, painting, Collage, printmaking, 2D relief and Drawing across both key stages.

Presentation/Display

Excellence in Art /Design is celebrated in Display and presentation including;

- Suitably mounted displays in classrooms and throughout the school.
- Books for drawings, pictures, plans, sketches notes and evaluations.

These can all be used for Assessment and monitoring progression.

Monitoring and evaluation

The Art subject leader will continually monitor Art and design work. This will be carried out by:

- Sketchbooks collected and monitored for progression.
- Half-term plans along with evaluations to be available to the co-ordinator for reviewing.
- Assessment of portfolios of the different examples of work from each topic.
- Annotated photographs of work.
- Planned display of work for assessment.
- Monitoring of lessons.

Reporting

Reporting is done on a yearly basis through parents` evenings and annually through a written report.

Resources

There is a central art resource area in each key stage. Papers and equipment are stored here with access to the staff.

Investigating and Making

- Class teachers hold a small amount of stock within their rooms to meet their immediate needs.
- Most classrooms have their own sink. Each class teacher organises specific art areas which are flexible in use but meet their ever-changing needs.
- Any shortage in materials is communicated to the subject leader.
- Classroom organisation must allow easy access to materials.

Health and safety.

As art is a practical activity it is not possible to remove all risks and hazards, but all children will be carefully supervised in rooms where active learning is well managed and where they can learn to work in a variety of ways.

It is important that:

- Children wear protective clothing when sawing, filing carving, varnishing, spraying and handling clay and hot wax.
- Potentially hazardous tools such as scissors, knives and lino cutters are to be stored in suitable containers.
- Teachers are aware of those children suffering from asthma as dust can cause breathing problems.