

Hawthorn Tree School

Art and Design Policy 2015

DEFINITION

“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.” National Curriculum 2014

AIMS

The core 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

TEACHING OBJECTIVES National Curriculum Subject content: 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

Art Curriculum – Appendix 1

PLANNING

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is in the long term plans and has been selected following guidance in the 2014 Curriculum ensuring coverage is met.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year. Teachers will plan before the start of each new theme. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Children complete work in sketch books and these are passed through the school. Children can use these to look back at skills and use these skills in future pieces.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings

INCLUSION

Mission Statement 'Hawthorn Tree School is committed to a partnership between school, parents and children and to providing an entitlement to learning for all. To value the Self, a respect for Others and the Environment and to develop in pupils an effective awareness of the responsibilities and rights of society. Our school aims to foster a commitment to the virtues of truth, justice, honesty, trust and a sense of duty'.

We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community.

EQUAL OPPORTUNITIES

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

HEALTH AND SAFETY

Children should be working in a safe environment, both in and out of the classroom. When drawing away from the school risk assessments must be in place.

PARENTAL INVOLVEMENT

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set. Asking parents to send in artefacts and inviting people to come in to talk about their past.

Updated November 2015 by Mrs J Smith (Art and Design Subject Coordinator)

Date for Review: September 2017