

Art and Design Policy 2016

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
- to understand the historical and cultural development of their art forms.

TEACHING OBJECTIVES

Foundation Stage See Appendix 1

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 2

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 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

DIFFERENTIATION

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children.

Art lessons can be differentiated by outcome. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

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.

ROLE OF THE SUBJECT LEADER (refer to HTS generic Subject/ Middle Leader Job Description).

The role of the subject leader is to;

- be a champion for Art and Design across the school.
- advise and support staff in the planning teaching and learning of Art & Design.
- support staff with art technique, knowledge and the teaching & learning for Art and Design.
- monitor teachers' planning and lesson delivery as part of on-going subject monitoring and evaluation of practice.
- take responsibility for standards in the subject across the school and prepare both the annual report to Governors in the subject and data as required to monitor and analyse the school performance in Art and Design.
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained.
- keep up-to-date on the use of Art in the curriculum for example if appropriate attending the annual art conference.
- promote art throughout the school e.g. organise a gallery to show art examples.
- to monitor use of the sketchbook throughout the school.

RESOURCES

Primary resources e.g. materials and artefacts are stored centrally in the art area in the old kitchen. Foundation and Key Stage One also have some of their own resources in their classrooms.

Children will also use Secondary resources. The internet is an invaluable resource for artists work and we have a good collection of school library books relating to a range of artists.

All the major museums and galleries have sites and Artnet/ Artchive have a bank of materials.

CROSS-CURRICULAR LINKS

Opportunities will be provided to develop pupils':

- acquisition, understanding and use of vocabulary of art
- creative skills;
- knowledge and understanding of the world around them;
- sense of time and place;

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

- ICT

- Literacy and numeracy
- Citizenship and PSHE
- Spiritual, moral, social and cultural development.

USE OF ICT

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work. All children can collect visual information to help them develop their ideas by using the I-pads.

They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers

Updated June 2016 by Mrs J Smith (Art and Design Subject Leader)

Ratified by the Governing Body Term 2 2016-17

Date for Review: September 2019

Appendix One

Coverage of Development Statements:

Pink-Autumn Term Green-Spring Term Yellow-Summer Term

Expressive Arts and Design: Exploring & Using Media & Materials. Development Statements: 30-50 Months

SPECIFIC AREA: (EUMM)

| Development Statements |
|---|
| 1. Enjoys joining in with dancing and ring games. |
| 2. Sings a few familiar songs. |
| 3. Beginning to move rhythmically. |
| 4. Imitates movement in response to music. |
| 5. Taps out simple repeated rhythms. |
| 6. Explores and learns how sounds can be changed. |
| 7. Explores colour and how colours can be changed. |
| 8. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. |
| 9. Beginning to be interested in and describe the texture of things. |
| 10. Uses various construction materials. |
| 11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. |
| 12. Joins construction pieces together to build and balance. |
| 13. Realises tools can be used for a purpose. |

Expressive Arts and Design: Exploring & Using Media & Materials. Development Statements: 40-60 Months

SPECIFIC AREA: (EUMM)

| Development Statements |
|---|
| 14. Begins to build a repertoire of songs and dances. |
| 15. Explores the different sounds of instruments. |
| 16. Explores what happens when they mix colours. |
| 17. Experiments to create different textures. |
| 18. Understands that different media can be combined to create new effects. |
| 19. Manipulates materials to achieve a planned effect. |
| 20. Constructs with a purpose in mind, using a variety of resources. |
| 21. Uses simple tools and techniques competently and appropriately. |

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| 22. Selects appropriate resources and adapts work where necessary. |
| 23. Selects tools and techniques needed to shape, assemble and join materials they are using. |
| 24. ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |

Expressive Arts and Design: Being Imaginative. Development Statements: 30-50 Months

SPECIFIC AREA: (BI)

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| Development Statements |
| 1. Developing preferences for forms of expression. |
| 2. Uses movement to express feelings. |
| 3. Creates movement in response to music. |
| 4. Sings to self and makes up simple songs. |
| 5. Makes up rhythms. |
| 6. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. |
| 7. Engages in imaginative role-play based on own first-hand experiences. |
| 8. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. |
| 9. Uses available resources to create props to support role-play. |
| 10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |

Expressive Arts and Design: Being Imaginative. Development Statements: 40-60 Months

SPECIFIC AREA: (BI)

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|---|
| Development Statements |
| 11. Create simple representations of events, people and objects. |
| 12. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
| 13. Chooses particular colours to use for a purpose. |
| 14. Introduces a storyline or narrative into their play. |
| 15. Plays alongside other children who are engaged in the same theme. |
| 16. Plays cooperatively as part of a group to develop and act out a narrative. |
| 17. ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |

Appendix Two

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| <p>Year 1 Art Unit 2c Can buildings speak? (rubblings/drawing)</p> | <p>Art Unit 2a Picture this (Homes & changes) (link to History) Collage & printing</p> | <p>Art unit 1c What is sculpture? (seaside) Anthony Gormley (3d models/sculpture)</p> <p>Recognise and name common 3-D shapes</p> |
| <p>Year 2 Art Unit 1b Local study – history link Investigating materials (weaving)</p> | <p>Art Unit 2b Mother nature designer (William Morris, Georgia O’Keefe) drawing/collage fabric</p> | <p>Art Suffolk Art Year Print making (Great Fire of London) Printing</p> |
| <p>Year 3 Art ‘Suffolk Art’ Drawing Year 3 Art by Van Gogh Mark making Painting Year 3</p> | <p>Art Ancient Egypt (Egyptian culture) Clay 3-D</p> | <p>Art Suffolk Art (Van Gogh) – link to DT Painting</p> |
| <p>Year 4 Art Unit 3c Can we change places? Link to History (Pilgrim Fathers) Sculpture 3-D</p> | <p>Art Unit 3b Investigating patterns Roman Standards Printing</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> | <p>Art Suffolk Art Rainforests Year 4 Drawing – use leaves (Henri Rousseau) Drawing</p> |
| <p>Year 5 Art Suffolk Art Painting Year 5 (Leisure) (Ofili, Derain, Matisse) Painting LINK TO LITERACY POLAR DRAWINGS</p> | <p>Art Suffolk art Textiles Weaving (Anglo Saxons) Textiles</p> | <p>Art Unit 6a People in action Linked to History (Greek Pottery) drawing/collage</p> |
| <p>Year 6 Art Unit 4c Journeys (mixed media)</p> | <p>Art Chinese Art (3d Focus) Collage</p> | <p>Art Unit 6c A sense of place Linked to History – wartime (drawing/photography/ painting)</p> |