



St Alban's C of E Academy
Art and Design Policy



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Rationale

Art, craft and design embodies 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. Art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

Aims and objectives

St Alban's C of E Academy aims to provide equality of access to a progressive programme of study for art, which follows the National Curriculum guidelines and the Early Learning Goals. Children will be able to build on their own experiences using a variety of media and tools to develop new skills and become proficient in drawing, painting, sculpture and other techniques. Children will be encouraged to develop both their ability to respond critically to works of art, and confidence in their own artistic ability. Children will use and understand colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Children will explore ideas and meanings in the work of artists, crafts people and designers and will also know how art, craft and design has shaped our history and contributed to the culture, creativity and wealth of our nation.

These will be achieved by:

1. Careful planning in line with the Art Scheme and Early Year's scheme.
2. Using a variety of teaching strategies.
3. Enabling children to achieve at their own level and thereby increase their confidence and expectations.
4. Setting clear objectives.
5. Being flexible and spontaneous in response to different opportunities.
6. Recording children's experiences and progress.
7. Presenting children's work effectively.
8. Making full use of the resources within the school and the local community.



Art and Design Across the Key Stages

Foundation Stage and Key Stage 1

During foundation stage and key stage 1, art and design is about developing children's creativity and imagination through providing stimulating and enriching learning opportunities that relate to children's own identity and experiences, the natural and man-made objects and materials with which they are familiar and the locality in which they live.

Children:

- ✓ explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, and pattern and texture to represent their own ideas and feelings;
- ✓ focus on the work of artists, craftspeople and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.

Key Stage 2

During key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex learning opportunities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

Children:

- ✓ improve their mastery of different materials, tools and techniques and become more confident in describing and using visual and tactile elements, materials and processes to communicate what they see, feel and think;
- ✓ learn about great artists, architects and designers in history.
- ✓ increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: "What is this work about?" "Why was it made – for what purpose?" "What visual and tactile elements are used?" "How are these matched to the purpose of the work?" "When and where was it made?" "What do I think and feel about it?"



Language and communication

Children develop language skills by:

exploring ideas about the starting points for their work; asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketchbooks; investigating and discovering about art, craft and design by extracting information from sources such as reference books, community links and the internet; discussing and comparing their own and others' work and explaining their own views.

Values and attitudes

Children have opportunities in art and design to:

consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms; develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise; work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group; develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these; value the natural and made environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.

Method of Delivery

At Key Stage 1, children should receive 36 hours of Art tuition per year (1 hour per week). At Key Stage 2, children should receive 45 hours of Art tuition per year (1.15 hours per week). Within the Foundation Stage, creative development can be incorporated into all other areas of learning as well as being taught separately. Children should have the opportunity to work as a whole class, as part of a group and as an individual during planning, designing and artistic activities.

Basic equipment (brushes, paint, palettes, scissors, PVA glue) should be available in all classrooms and specialist materials brought in where appropriate.

Encouraging design and planning skills allows children the opportunity to adapt and develop their work at every stage. At Key Stage 1 and 2, children should use a sketchbook to plan, design, experiment, and store information



Information Communication Technology

ICT should be used when appropriate, using software at appropriate levels for pupils. ICT can be used for record and research elements of art and design. Links between Art and ICT are highlighted in the National Curriculum document. Children use iPads, computers and cameras.

Equal Opportunities

All children will have equal access to the art curriculum, in line with the School's Equal Opportunities Policy.

Gifted and Talented (in line with QCA recommendations for Art)

Identifying Gifted and Talented pupils: Pupils who are talented in Art and Design are likely to – Think and express themselves in creative, original ways (they want to follow a different plan to the other pupils) Have a strong desire to create in visual form (they are driven by ideas, imagination, flights of fancy, humour or personal experience) Push the boundaries of normal processes (they test ideas and solve problems relating to concepts and issues) Show a passionate interest in the world of art and design. Use materials, tools and techniques skilfully and learn new approaches easily Initiate ideas and define problems. Critically evaluate work and other information Exploit the characteristics of materials and processes (they use materials and processes in creative, practical and inventive ways) Understand that ideas and meanings in their own and others' work can be interpreted in different ways.

Enriching and extending pupils' experiences

Teachers need to plan to develop the breadth and depth of pupils' experiences, and the quality of their responses and outcomes. Children need high expectations, coupled with continued and active support to enable them to respond to the challenge.

Exploring and developing ideas

by engaging them in looking at and talking about a diverse range of visual stimuli; by confronting pupils with issues and concepts that encourage them to consider and reapply ways of thinking to their own ideas and feelings.

Investigating and making art, craft and design

by ensuring a good balance between the range of processes and techniques taught and the choice and variety of materials used; by revisiting and reapplying the skills acquired to their own ideas and intentions; by testing and experimenting with a wide range of materials; by exploring the potential of mixing media.



Evaluating and developing work

by helping children to recognise that there is no one right or wrong interpretation or representation; by considering alternative solutions; by reflecting on the approaches of others and making connections between their own ideas, the context of their work and the diversity of art, craft and design from different times, places and cultures.

Improving the quality of response and outcomes

Teachers need to plan to improve the quality of pupils' responses and outcomes by developing their: Key skills – especially those relating to communication, working with others and improving own learning and performance; Thinking skills – information processing, reasoning, enquiry, creative thinking and evaluation; Ability to make connections and apply their knowledge and understanding – in the context of their own ideas, methods and approaches in art and design.

Continuity & Progression

Progression throughout the art curriculum is catered for within the scheme of work. Children should be encouraged to achieve their own level and thereby increase their confidence and expectations. When planning, teachers should set high expectations and provide a variety of exciting and stimulating opportunities for all pupils to achieve and build upon key skills such as drawing, painting, weaving, sculpture and printing.

Continuity through the key stages will be achieved by following the scheme of work and the medium term planning. Continuity will be monitored by the art, craft and design coordinator through work trawls, lesson observations and dialogues with staff and pupils.

Assessing

Assessment of art will be carried out in accordance with the school's assessment policy and building blocks. At the end of key stage 1, children should have achieved or exceeded building block A2. At the end of key stage 2, children should have achieved or exceeded building block A6.

Resources

Art resources are stored in the art stockroom (located in the Year 2 classroom).

Review

This policy will be reviewed bi-annually by the art, craft and design coordinator, leadership team and governors.