

ST MARGARET'S C.E. PRIMARY SCHOOL

POLICY FOR ART AND DESIGN

INTRODUCTION

- This document is a statement of the aims, principles and strategies for teaching and learning about art
- It was revised in 2013 through a process of consultation with the faculty
- It was approved by the governing body in the Spring Term 2013
- This policy will be regularly kept under review

WHAT IS ART?

Art is concerned with providing a medium by which children can express themselves and the world in which they live. It is about acquiring the necessary skills to develop high standards of self expression. Through artistic experience children should develop an understanding of the characteristics of different materials and forms. Art is about trial and error and self evaluation. It is a subject of progression where studies of the past can influence and shape ideas. Most importantly, art is about the pleasure of producing an aesthetic piece at whichever level the artist is working.

SCHOOL AIMS FOR ART

- To provide a structured and balanced programme of art for all pupils in the school.
- To ensure continuity and progression of skills and techniques.
- To hold high expectations of pupils' achievement.
- To enable pupils to learn in and through art the process of making, using a widening range of media and techniques which makes use of knowledge and understanding of the work of artists.
- To ensure the art is highly regarded and valued throughout the school and displayed.
- To allow pupils time to evaluate and adjust their work, where appropriate.
- To achieve cross curricular links, when possible, and to value the subject in its own right.

ATTAINMENT TARGET FOR ART AND DESIGN

Level 1

Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.

Level 2

Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, they design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.

Level 3

Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

Level 4

Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.

Level 5

Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.

Level 6

Pupils explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts. They use this information to develop their ideas, taking account of purpose and audience. They manipulate materials and processes and analyse outcomes. They interpret visual and tactile qualities to communicate ideas and meanings, and realise their intentions. They analyse and comment on how ideas and meanings are conveyed in their own and others' work. They explain how their understanding of the context affects their views and practice.

CLASSROOM MANAGEMENT

Materials must be well chosen, organised and maintained. General resources are kept in the hall store in labelled boxes. Materials which are specific to year groups are kept in classrooms. Children should know where materials are kept and have access to them. Where possible pupils may be allowed to select appropriate materials. The pupils should be taught to respect their working space and equipment. They should care for and clear away any materials which are used. Pupils should be encouraged to use set methods of working from 5 – 11, e.g. painting, printing techniques. The school and class environment should provide rich visual stimuli, with high standards of display incorporating artefacts, natural objects, good reproductions of great works and children's own work well mounted and presented.

AREAS OF STUDY

The overall framework of art within St. Margaret's C.E. School is outlined below.

Drawing Painting 3-D Printing Textiles

SKETCHBOOK WORK

Artist

KNOWLEDGE/UNDERSTANDING :

Themes

RESOURCING

Within the school pupils should have access to :-

- a range of artefacts and natural objects from which to observe.
- a variety of good quality books and reproduction posters outlining the work of influential artists.
- a sketchbook
- a range of materials
- influential artists from around the world, past, present and different cultures

SKETCHBOOKS

Each child has their own book. This is used as a working tool for experimenting and exploring different media and techniques. It may be used to inform future work or used to display final pieces. All work should be dated so the sketchbook forms a record of each child's progress and coverage. 30 pieces of work – record.

In the Early Years and Key Stage 1, stickers are used to explain what the work is about or what has been achieved. In Key Stage 2, children annotate their work appropriately e.g. titles, evaluations.

ASSESSMENT

Pupils should be encouraged to evaluate their own work and the work of others and should be allowed time to implement changes where necessary. Information on particular achievements should be noted on plans and work. It is important to assess the pupils' work on a continuous basis and refer to QCA expectation statements where appropriate. Teachers can refer to the portfolio which contains a range of moderate work and sketchbooks containing progression of skills.

GIFTED AND TALENTED PUPILS

It is our aim to extend our most able pupils further than the curriculum allows. Therefore, in KS2 (Years 5 and 6) it is possible for the most able artists to attend art club and a specialist TA takes more able children in small groups from Years 1 – 4. Class teachers identify able

pupils for inclusion in the club. County offers opportunities for Gifted and Talented pupils KS1/KS2 are invited to attend weekend courses to extend their skills and enthuse further.

ICT

ICT can enhance children's learning through the use of relevant websites and flipcharts. The digital camera is used throughout the school as a record of achievement and a resource. A variety of drawing programmes are available to the children. They include Paint, Colour, Magic, Dazzle Plus and 2 Simple 2 Paint.