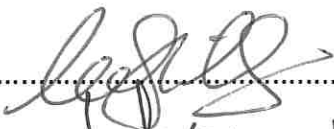





ART AND DESIGN POLICY

This Policy was approved at a meeting of the Full Governing Body on 21st November 2022

Chair of Governors: Mr L Shilling
Headteacher: Ms Y Nunn

Signed  Chair of Governors
Signed  Headteacher

Review Date: September 2024

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of Art and Design at Hampton Primary School.

Purpose of study

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.

Aims

The national curriculum for design and technology 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.

Technical development of artistic skills and attitudes towards overcoming difficulties with learning these new skills are at the heart of this subject. The subject serves to reinforce the notion that everyone can create artwork with value and meaning.

Learning Objectives

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

Key Stage 1

- 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

- 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.
- About great artists, architects and designers in history.

Strategies for Teaching

Teaching methods to achieve the aims and objectives of this document will vary according to the classroom situation and the work planned by individual teachers. However the following points will help to achieve common themes and quality outcomes:

- Art and Design can be taught as a single or series of lessons about an artist, their work and their influences on today's society.
- Art and Design can be taught in the context of current topics and themes in the classroom. It can be used to reinforce previous or new knowledge of materials and skills.
- Progression and continuity should be sustained by regular consolidation of previously taught skills and knowledge. The acquisition of new ones will then be a smoother process.
- Design and Making Tasks should serve to reinforce collaborative work in group sizes that allow a challenging and appropriate division of labour.
- All pupils should have equal opportunities to access the curriculum irrespective of creed, race or gender. Provision should be made for pupils with SEN to be provided with appropriately challenging tasks to develop their D & T capability.

The types of activities that take place should broadly fall into one of the following categories. Over a year there should be a balanced blend of all three:

RESOURCE TASKS – a highly structured session, working towards a predetermined outcome with a particular focus on acquiring knowledge of an artist or their skills in creating a finished piece.

CAPABILITY TASKS – these facilitate a freer creativity experience; pupils have the opportunity to explore their artistic potential by applying their existing skills.

TOPIC TASKS – taking pre-existing skills or developing new skills in creating artwork or pieces that were used or created by the individuals or cultures that are being explored in their topic.

Classroom Organisation

Time allocated may vary from week to week and term to term. Teachers may prefer to structure their coverage in blocked or modular termly units of work, rather than in an allocated weekly timetabled 'slot'.

Resources are stored in a dedicated Art and D&T area.

Group sizes should be determined by teachers according to the nature of the activity. A project may be broken down into a series of activities that may require different group sizes at different stages. Whole class teaching could be used to introduce new topics / projects.

Classroom assistance may be sought from non-teaching staff within the school; students / trainees, governors or parents could also be used to facilitate Art and Design tasks in a supervisory capacity. Subject specialists with particular expertise can also be invited into to school to enhance a theme / objective.

Assessment

Record keeping & Reporting Pupils' achievements can be assessed in a variety of ways. These include direct observation, discussion and questioning of pupils as well as by evaluation of the finished piece itself. Teachers should collect evidence of individual, group or class work for assessment purposes, chosen from the following formats: Pupils' annotated sketches / drawings; photos / videos of pupils 'at work'; specific assessment assignments to evaluate a particular capability; photos / videos of part or completely finished pieces; children's own written / verbal evaluations of their tasks / activities; appraisal / evaluation of the finished piece. These types of records can be used to accumulate a snapshot of current Art and Design practice within the subject portfolio for the whole school. Some evidence of attainment in Art and Design should be recorded. Displays of work will serve to reinforce and celebrate success in Art and Design activities. Open sessions for parents and carers to attend to share and showcase learning.

Health & Safety

Whilst Health and Safety considerations & risk assessment remain the primary responsibility of the teacher in charge, the children should be taught to;

- Reduce risks through responsible behaviour and use good practice to avoid hazardous situations developing.
- Abide by simple safety rules when using tools or equipment.
- Consider and recognise hazards in their proposed ways of working, and take action to minimise them.
- Assess the risk of hurt or damage posed by evaluating their own and other artist's pieces and suggest remedial action.
- Store equipment and materials with due regard, and organise their working environment / practices in a safe way.

Considerations to include;

- When using paint or other messy materials due care and attention must be taken to the use of aprons and covering for tables to prevent any damage to children's clothing and to school property.
- Plaster materials such as modroc, or plaster of paris (in its raw form) as an extreme exothermic reactor. These require pupils to wear adequate eye protection (goggles) and to be aware of what to do in the event of a minor injury.
- Knives and other sharp implements must be used carefully and every time safe working practices must be demonstrated to the children to avoid any injury
- Fabric work that involves scissors, sharp cutting tools, pins and needles requires careful resource management. Children should be taught simple storage strategies for dealing with sharp objects that are 'not in use'.
- Safe practices for handling soft mouldable materials should also be taught to minimise small pieces being inappropriately used!
- Care to be taken when cleaning after using air drying clay, as the particulates can settle in the wash basin plumbing causing damage. Taps must always be run for a long period after to clear any potential blockages.
- All materials, if able, should be non toxic if swallowed ingested or in any other manner get into the system of a child.

The Role of the Subject Lead

To take the lead in policy development and be responsible for schemes of work that ensures progression and continuity in Art and Design throughout the school.

To support colleagues.

- To suggest assessment and record keeping strategies.
- To oversee the resource needs of the subject and introduce teachers to new and appropriate materials & equipment as they become available.
- To monitor progress in Art and Design and advise the Head teacher on any action to take or areas to develop.
- To disseminate information to colleagues regarding up to date Art and Design curricular developments in accordance with national & local guidelines.
- To report back to staff and advise on INSET and other professional development opportunities.

SEN

Inclusion Pupils with Special Educational Needs receive support from their class teacher to undertake appropriate tasks / projects matched to their needs and ability. All pupils will generally work in mixed ability groups, with individuals making a valued contribution to the overall process. This promotes self-reliance, self-esteem and a collaborative attitude. Pupils with learning difficulties who may need support with literacy and numeracy may well exhibit well-developed dextrous and practical skills, and should be provided with appropriate opportunities to develop their potential. Opportunities should be provided for pupils to communicate their ideas other than through writing or drawing. Help in realising their ideas into drawings or models could be achieved through means of a facilitator. Pupils who possess physical difficulties in manipulating materials or tools may need specific support to help develop their skills into tangible experiences. Processes should be adapted to suit pupils with limited dexterity. Pupils with physical disabilities should be given opportunities to use multi-sensory approaches to gain understanding about different products and to use this information to generate ideas. Able pupils who demonstrate a high ability level should be presented with increasingly challenging assignments within the context or theme of the whole-class project.

ICT Support for Art and Design

Art and Design assignments should provide pupils with opportunities to enhance their learning through incorporating the use of ICT. ICT can support Art and Design activities in some of the following ways;

- By enhancing skills in designing and making
- By providing a range of information sources for research & background knowledge
- By providing access to source of visual material / images for inclusion in research
- By aiding the presentation of a completed project