

# **Art and Design Technology Education Policy 2018**

## **Wilkinson Primary School**

### **Value Statement**

At Wilkinson Primary School we value Art and Design because it stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

At Wilkinson the children will study:

### **Exploration and developing ideas**

- Recording from experience and imagination.
- Developing and selecting ideas.
- Collecting information.

### **Investigative processes in art, craft and design**

- Investigating qualities of materials and processes.
- Developing knowledge of various outcomes through control of tools and application techniques.
- Designing and making images and artefacts.

### **Knowledge and Understanding**

- Visual and tactile qualities.
- Materials and processes.
- Artists, revolutionary art movements, textiles designers, craftspeople and designers from past and to present.

### **Evaluating and developing work**

- Discussing and reviewing different ideas and methods.
- Adapting and developing own work.

These are taught through the following processes and mediums, drawing, painting, printing, textiles, 3D design, collage, photomontage, ICT and photography.

## **Aims**

Our aim in teaching art and design at Wilkinson Primary School is to stimulate children's creativity and imagination through visual, tactile and sensory experiences. Pupils use colour, pattern, form and texture to communicate what they see, feel and think. They explore different artists and learn about the diverse roles and functions of art in different times.

We aim to teach the children to:

- Develop imagination, creativity and natural curiosity using a wide range of stimuli, materials and processes to develop the ability to communicate and express creative ideas and reflect on own work.
- Develop knowledge and understanding of important art ideas, processes and skills and relate these to everyday experiences.
- Use appropriate artistic vocabulary to communicate ideas.
- Stimulate creativity and imagination and challenge learners to make informed judgements and practical decisions.
- Develop exploration and appreciation in art and design.
- Develop the attitudes of critical reflection, enjoyment, curiosity, co-operation, turn taking, creativity, inventiveness and open mindedness.
- Provide opportunities where children can apply key skills to enhance their understanding of art concepts.
- Develop at first hand a meaningful understanding of their immediate environment, culture and language.
- Explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through creative activities.
- Develop an awareness of world in the work, through understanding methods used by practicing artists, craft-workers and designers.
- The opportunity to raise and develop their self-esteem through class activities, performances, exhibitions and individual work.

## **Teaching Method**

### **F.S**

We encourage creative work in the Nursery/Reception classes as this is part of the Foundation stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the development which underpin the curriculum planned for children aged birth to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to and using the various senses, they can become experimental. We give them the opportunity to work alongside other artists and other adults. The activities they take part in are imaginative and enjoyable. It is taught as an integral part of a theme/topic, linked with other curriculum area where possible.

### **K.S.1**

Art is taught as an integral part of a theme/topic, linked with other curriculum area where possible. Teacher's planning and delivering of lessons should reflect the Foundation phase ethos where pupils are encouraged to learn experimentally. The children should be encouraged to share their likes and dislikes and begin to give reason why they should begin to evaluate their work and the work of others and suggest how improvements maybe made. Children are given the opportunity to develop and improve their key skills and subject specific skills. Where necessary, a teacher should demonstrate new techniques and show finished examples.

### **K.S.2**

Art is planned and delivered where a more enquiry based learning takes place, with pupils taking greater responsibility for their learning and thus developing more independent lifelong learning skills. Pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think. During the key stage, pupils should be taught the knowledge, skills and understanding through the same methods as Key Stage 1. In addition, children will be encouraged to record through ICT as well as many other methods already taught. The pupils will also investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

### **Throughout school teachers should encourage language and communication skills so that children can:**

Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing and recording of different kinds:

- Talking partners.
- Expressing and communicating their views.
- Listening and considering/responding to the opinions, views, beliefs and decisions of others.
- Evaluation of skills and outcomes of others and self.
- Use appropriate artistic vocabulary.
- Exploring ideas about starting points for their work.

- Asking and answering questions about source materials and how they use them to help them to develop their ideas, including recording ideas and annotating work.

**Teachers should encourage positive values and attitudes so that children:**

- **Work with others, listen to each other's ideas, and treat them with respect**
- **Have opportunities to consider their own attitudes and values, and those of other people.**
- **Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available.**

### **Assessment and Record Keeping**

Learning outcomes are structured and matched appropriately for each lesson. Assessment would be measured against the criteria set for the learning outcome which is made clear to the pupils. Assessment can take various forms:

- Comparison with pupil's previous work.
- Discrete comparison with peers.
- Pupil's ability to select appropriate materials.
- Pupil's organisational and collaborative skills.
- Pupil's ability to respond to the visual curriculum.
- Judgements of pupil's developmental skills- recorded on an end of term assessment sheet.

Recording the arts curriculum is, mostly done through photographic evidence, which is systematically monitored by the curriculum co-ordinator on a termly basis. To record the skills being covered in each year group, the teachers are responsible for highlighting the progression of skills sheets to ensure there is a balanced range of mediums and critical thinking skills being taught, these will be monitored each term by the co-ordinator. 6-10 pieces of work, for every child, are collected in an art folder over a year. This collected work will follow the child through school, when in Year 6 the children can look back and remember their time in school and see their own developments in art and design.

## **Cross-Curricular Connections**

### **English**

Reading and writing are essential for the process of finding out and communicating and understanding of Art and Design. Drama, discussion and role play are aspects of the programme of study for speaking and listening and are important ways for children to develop their understanding of Art and Design.

### **Maths**

There are many opportunities for children to develop mathematical skills in Art and Design through a number of ways:

- Scale and Size.
- Shape and Space.
- Pattern, symmetry, reflection and tessellation.
- Investigation and problem solving.

### **ICT**

There are many opportunities for the use of ICT which will enhance children's learning of Art and Design. ICT are the facilities and features which support the Teaching and Learning such as research and fact finding, viewing art and galleries, creating/designing, exchanging and publishing art, advertising their own work and an important tool to displaying their own work and the work of others.

The use of ICT can help children's learning in Art and Design by:

- Enhancing their knowledge and understanding of a specific subject area.
- A viewing tool to see and experience the art of others that may not be otherwise possible.
- A tool for children to be able to display their own works and findings, that they may otherwise not be able to do.
- Make links with others who produce similar work.
- Enter competitions and challenges with positive rewards.
- Creating art that may not otherwise be possible by using traditional artistic methods.

### **Cooking**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to

cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

### **Key stage 1**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

### **Key stage 2**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

**Where there are opportunities for links with other subjects, these are made explicit. Opportunities to contribute to other curriculum areas, for example PSHE, world of work are also highlighted.**

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their own work.

### **Celebration of Success**

**It is important that children's success in Art and Design is acknowledged and celebrated appropriately. This will be done through display inside and outside the classroom. Also:**

- Provides children with creative outcome- art book, work displayed in gallery, parents invited to view and maybe create art etc.
- Work shown to Art Co-ordinator and Head Teacher.
- Presentation of art work to peers.
- Organised art days and events
- Provide opportunities to share and value the children's efforts outside school, within future lessons.

### **Display:**

Display is a powerful educational tool as it can encourage children to look more closely at their own work and that of others. It also develops their skills of evaluation. Display should show to advantage whatever its standard. Effective display can

contribute to a pleasant working atmosphere and an interesting environment. Displays will be used for a variety of purposes which may: improve the environment, present information, generate action, honour achievement, stimulate interest, encourage participation, demonstrate process, focus attention, reinforce learning, confirm values. Display is for the celebration and respect of pupil's work and to demonstrate evidence of learning. It is also intended to reward pupils for their achievements and to encourage pride in their work.

### **SEN and Differentiation**

**Teachers should decide:**

- **How material should be adapted to meet the needs of the children in their class, particularly if they are not attaining levels broadly appropriate for their age;**
- **Whether the Learning Objective meets the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed.**
- **Which teaching activities need to be adapted to ensure children with special educational needs of all kinds may participate fully and demonstrate their achievements.**

### **Equal Opportunities**

**In Art and Design it is important that teachers should plan work that offers equal opportunity in respect of gender, race, needs of the most able and those children with Special Educational Needs. Teachers when using this scheme may find that there are parts they wish to modify and adapt for the children in their class.**

**More able children**

**Teachers should decide:**

- **How the activities should be adapted or expanded to meet the needs of any more able, gifted or talented children in the year group.**
- **Whether units should be expanded or aspects emphasised when opportunities arise with particular children/classes.**

### **Gender**

**Teachers should ensure that Art and Design is promoted to both sexes, and that the materials used are attractive and appropriate for all children.**

## **Multicultural Themes**

**Multi-cultural themes are often encountered in Art and Design, which affords opportunities to promote understanding.**

**Children should be encouraged to develop;**

- **An interest in people and places beyond their immediate experience.**
- **An awareness of cultural and ethnic diversity within our society, while recognising the similarity of activities, interests and aspirations of different people.**
- **Tolerance toward people who hold different values and beliefs.**

## **Financial Commitment**

**The financial commitment for Art and Design will differ each year, details of which will be found in the SDP. However, in order for staff to deliver the Art and Design Curriculum effectively, the following financial commitment is envisaged;**

- **Classroom resources monitored and replenished each academic year.**
- **Books and other topic resources audited each academic year.**
- **Art projects planned and provided for.**

## **Health & Safety**

**Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices.**

**Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Children should be shown safe procedures for using such resources and should be made aware of dangers. If in doubt teachers should liaise with the Art and Design Co-ordinator to ensure they are familiar with the safe procedures for using certain resources. Resources which require particular care in use include, lino cutters; spray fixative, glue guns, craft knives and needles.**

**Local visits/fieldwork- School visits and residential journeys also provide stimulus for Art and Design, so risk assessments should be completed at the time of visit or outing.**

**Teachers may wish to consider the extent to which first- hand experience is available to classes in the light of their response to the following questions:**

- 1. What safety aspects are involved in the visit?**
- 2. Has a risk assessment been completed that complies to the school policy?**
- 3. Has the teacher undertaken a preliminary visit prior to the children's visit?**

4. **Is a visit/visitor appropriate?**
5. **Are there sufficient adults to supervise the children?**

### **Work in the classroom**

- Consider the equipment to be used/ safety measures.
- Group size.
- Rules of the classroom when using equipment etc.

Pupils who are old enough should be taught how to select, use and clear away tools and materials. This is most efficient when the same system is adopted throughout the school. The system should not require teachers to dispense materials or equipment more than is absolutely necessary.

### **Sensible Strategies:**

- All children know where to find the resources.
- Monitors for art materials.
- All children clearing away art materials should wear protective clothing.
- Buckets and bowls available for the collection of used equipment makes the process more efficient and less messy.
- A maximum of two children at the sink.

### **Work at Home**

**There are many opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time, sometimes with parental involvement. Suitable tasks to set include:**

1. **Finding out more about the topic, using a variety of sources.**
2. **Asking children to apply the new ideas they encounter to their own life experience.**
3. **Collecting data and information.**
4. **Opportunities to practise some of the skills of investigative work, eg thinking about questions to ask about a topic and ways of finding out the answers.**
5. **Reading widely.**
6. **Completing practical activities.**

### **Resource Management**

**Resources relevant to the topics being taught will be available:**

Classrooms have a store of basic resources. Specialist resources/equipment will be centrally stored and should be returned after use.

### **Role of the Co- Ordinator**

**The role of the Art and Design Co-ordinator is to:**

- **Co –ordinate the teaching of Art and Design in the school.**
- **Monitor the use of the policy and scheme of work.**
- **Ensure continuity and progression of teaching and learning throughout the school.**
- **To meet with SMT to discuss teaching and new ideas.**
- **Arrange in-service support, advice and assistance to staff.**
- **To order and maintain resources for use in each year group.**
- **To provide information for the SDP annually and review twice each year.**
- **To support staff and inform them of developments in Art and Design.**
- **Liase with other Co-ordinators, when necessary.**

### **Extra- Curricular Activities/ Parental Involvement**

**Extra-curricular Art and Design plays a large and vital role in the life of Wilkinson Primary School.**

**All these activities provide valuable opportunities to link with the local community, parents and also to liaise with other schools. These opportunities will vary each year and will reinforce the fact to the children that learning and skill development does not just happen during the school day and can be shared with the wider community.**

**Parents are encouraged to support their children’s learning at home and, where possible, are invited to share the children’s performances and celebrations. Parents are also encouraged to come into school to share good creative outcomes that are linked to the curriculum.**

**Name of Co-Ordinator: Mrs Purchase**

**Date: Sep 2018**

**Date of review: Sep 2020**