



## ART AND DESIGN POLICY

**(non-statutory)**

**Policy date:** April 2009  
**Policy reviewed:** May 2015  
**Policy approved:** by Headteacher May 2015  
**Next Review:** May 2019

UN Charter on the Rights of the Child: Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing, or in any other way unless it harms or offends other people.

Newlands Primary School

A Policy for Art and Design

AN INTRODUCTION

This policy outlines the teaching, organisation and management of the art and design taught and learnt at Newlands Primary School.

The school's policy for Art and Design is based on the National Curriculum and the 'Milestones' as outlined in the Chris Quigley 'Essentials' support materials.

The policy has been drawn up as a result of staff discussion. The implementation of this policy is the responsibility of all the teaching staff.

AIMS

The main aims of art and design are to:

- develop an awareness of visual and tactile elements
- develop an awareness of artists, craftspeople and designers
- develop a sense of self-appraisal to improve work
- develop the capacity to express observations and feelings
- develop skills for working in two or three dimensions, using art, craft and design media
- offer opportunities to experience personal satisfaction and improve self-confidence
- encourage children to ask and answer questions about the starting points for their work

These objectives can be met if we enable children to:

- express ideas and feelings from their memories and imaginations
- record observations from first-hand experiences
- design and make images and artefacts
- recognise pattern and texture in natural and man-made forms
- begin to understand how images are made using line and tone
- begin to understand how shape, space and form are used in images and artefacts
- study works in a variety of genres and styles from the locality
- the past and present and from a variety of cultures
- take time to respond to and evaluate art, craft and design including their own work and that of others
- experiment with tools and techniques for drawing, painting, print-making, collage models and textile work and clay work.
- Identify what they might change in their current work or develop in their future work

- work on their own or collaborating with others
- be successful in what they do by providing activities at the appropriate level
- to use colour in a variety of ways and with a range of media

## EQUAL OPPORTUNITIES

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils.

In Art and Design we will meet this duty by:

- Increasing the extent to which disabled pupils can participate in the school curriculum (where applicable)
- Improve the learning environment to increase the extent to which disabled pupils can participate and take advantage of the Art and Design curriculum
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The effectiveness of our policy and practice on the educational opportunities available to and achievements of disabled pupils will be judged through termly monitoring by the subject coordinator.

## B TEACHING ART AND DESIGN

### Teaching time

In Key Stages 1 and 2, the time allocated to the teaching of Art and Design is flexible as children are taught through a thematic approach. Some topics have a strong focus on Art and Design and others are more focused on other subjects so the time allocation is varied, but based on ensuring adequate coverage of National Curriculum programme of study. There are also Art and Design activities which are additional to the main topics. We aim to provide a range of experiences necessary to achieve a balanced programme for Art and Design.

For more information on the teaching and planning of Art & Design refer to the Planning Guidance documents – curriculum maps and weekly planners.

### Sketchbooks

All children in Key Stage 1/ 2 have been issued with a sketchbook and it is intended that children should use their sketchbooks on a regular basis.

It is intended that all children keep the same sketchbook.

Helping children to improve their drawing

Children should be encouraged to practise their drawing skills on a regular basis. They

should develop the willingness to make working drawings and to accept that it is good practice to rework drawings (without the need for an eraser) as they observe with increasing accuracy and develop their understanding.

Children should be challenged to draw:

- From observations, imagination and experience using their sketchbooks where appropriate
- At different scales and on different surfaces
- In two and three dimensions using different media, for example wire, wool and clay, as well as traditional media
- For different purposes, for example to explore ideas, to explain ideas to themselves and others, to record information about what has been observed

Out-of-class work and homework

Many of the topics provide opportunities for teachers to set worthwhile tasks that can be completed outside normal teaching time. These may be occasionally given as homework. These may include:

- exploring ideas on the themes of the units using a sketchbook
- recording and collecting visual and other information and materials that will support the development of children's ideas
- finding out about the work of artists, craftspeople and designers, in original and reproduction form, by visiting museums and galleries, using the library, CD-ROMS and the Internet.
- using the home, local or natural environment to explore ideas in art and design
- visiting a museum, gallery or site

In Art & Design, children should have opportunities to be taught the knowledge, skills and understanding through visits to museums, galleries, exhibitions or sites in the locality. These visits will support and enhance children's learning in subject in an active and engaging way as well as stimulating ideas for their work.

Links between Art and Design and other subjects

Art and Design contributes to many subjects within the primary curriculum and many of the topics covered offer opportunities to make links with other areas of the curriculum. There are strong links between Art and Design in:

- English
- Design and Technology
- ICT – when it is most effective and meets learning objectives
- History

Environmental Education

The school environment will provide opportunities for work based on observations from first-hand experiences and the natural world and so Environmental Education forms an integral and important part of the Art and Design curriculum.

## C SCHOOL AND CLASS ORGANISATION

How we cater for pupils who are more able

Where possible more able pupils will be stretched through extra challenges suggested in the course of the lesson. These children will also be asked more challenging questions to extend and improve their work.

How we cater for pupils in particular needs

The lessons provided are appropriate for almost all pupils. Teachers will involve all pupils through support and if necessary, adult helpers and ancillaries will be used to work with individual children with SEN whose needs are more complex.

How we work in the Foundation years

Children should be given opportunities to find out and learn about the world they live in.

The 4+ and Foundation curriculum ensures that they will:

- explore colour, texture, shape. Form and space in natural and made objects in their environment.
- be stimulated to think about and respond to what they see, touch and feel, in different ways.
- use their imagination and express their ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making.
- use their imagination and creativity and make their own connections between one area of learning and another.

With these experiences they will be given a strong foundation for future work in Art and Design.

Resources

All specialised Art and Design resources are kept in the general stock cupboard.

Basic paint and paper are part of normal stock.

It is the responsibility of the teachers to return the resources in good condition as soon as they have finished with them.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children.

Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Art and Design activities.

The following considerations are carried out to safeguard children from being put to unnecessary risk.

- All tools and practical equipment are kept in good condition stored safely and well-organised
- Appropriate cutting tools are introduced with care and children are supervised at all times
- Plastic containers are used for water rather than glass
- Floor spillages are cleared up immediately
- Care is taken when new items are purchased to ensure they are suitable for young children

- Children are aware of the skills needed when handling materials
- For Art and Design children are required to wear aprons to protect their clothing
- They are encouraged to wash their hands after art work

#### Information and Communication Technology

The use of ICT can help children's learning in Art and Design by providing a range of sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers. Staff are encouraged to use the Internet to find prints of artists and compile their own bank of reproductions to use with the children. Children also use Colour Magic and Dazzle programs to produce art work, using a variety of applications.

#### Assessment

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Where a child's progress differs markedly from that of the rest of the class, teachers may wish to make a note of this, and of the reasons for the difference, to pass on to the next teacher. These assessments can inform annual reporting to parents. There are assessment formats to record skills in using clay, collages, paint and drawing skills.

#### Assessment for Learning

Please see our school policy on Assessment.

#### Monitoring and Evaluation

All teachers have the responsibility to upload photographs of completed art work to the public server where they can be stored as a central resource.

Termly book monitoring and pupil interviews are carried out.

## D MANAGEMENT OF ART AND DESIGN

### Role of the Coordinator

- To be enthusiastic about Art and demonstrate good practice.
- To co-ordinate the written policy document and scheme of work in line with the National Curriculum, regularly monitoring and evaluating the content and method.
- Encourage and support staff in the implementation of the agreed procedures and closely monitor the progression of activities and consistency of approach across both year groups and key stages through pupil interview.
- Arrange INSET as appropriate to meet the needs of individuals and the school.
- Purchase and organise all ART resources, ensuring they are readily available and well maintained.

- Read, copy and collate termly work plans from each year group.
- Liaise with other post holders to ensure coherence across subject areas.
- To be aware of national and local developments through reading relevant materials and attending courses as appropriate.
- Work to achieve equality of opportunity throughout the school.

Resources may include:

### **Drawing**

coloured pencils  
oil pastels  
chalks  
charcoal pencils  
charcoal  
indian ink  
drawing ink  
wax crayons

### **Painting**

pearlised paint  
metallic paint  
watercolour sets (blocks)  
watercolour sets (tubes)  
fluorescent paints

### **Printing**

printing ink  
sponges  
ink rollers  
inking trays  
polystyrene printing tiles

### **Collage**

coloured sand  
small plastic lolly sticks  
wooden lolly sticks  
beads  
sequins  
collage pack

**Fabric**

felt  
needles  
scissors  
calico  
binca  
weaving looms  
fabric markers  
t-shirt pens  
fabric crayons  
fabric pastels  
fabric paints  
batik pot  
tjanting tools  
cold water dye  
wax crystals

**General**

brusho  
pipettes  
marbling inks  
marbling trays  
cellulose paste  
fixative  
cutting mats  
mod rock  
paper – metallic