

Art

Next review: Autumn 2023

Art and Design is a foundation subject within the National Curriculum and children are taught to develop their skills and to have an appreciation of Art. Pupils understanding and enjoyment of Art and Design are developed through activities that bring together the requirements of the National Curriculum for both investigating and making and for knowledge and understanding, including recognition of renowned artists.

The school attempts to provide high quality materials for finished work and to encourage children to attend to the details of presentation.

Purposes of Learning

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 art and design 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.

In the **Early Years Foundation Stage** art is included within 'Expressive Arts and Design'. It aims to ensure all pupils:

- explore and use media and materials
- have the opportunity to be imaginative

Exploring and Using Media and Materials

This is about how children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques.

Being Imaginative

This is about children's explorations into the world of pretence, building on their experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play or small world play or a range of other areas.

Teacher Planning

Planning is the responsibility of the class teacher together with the help from the Art Co-ordinator. Teacher planning must fulfil the statutory requirement of the National Curriculum. Often Art and Craft is linked to topic work, can be cross curricular and covers a range of different activities. There are seven key areas which are covered:-

- painting/use of colour
- collage
- textiles
- drawing
- sculpture
- pattern and print making
- Art history

In general, teacher planning should encourage:-

- individual group and class teaching, ensuring that work is matched to the pupils abilities
- discussion and communication of ideas
- progression, continuity, assessment
- provision of equipment and materials to cover a wide range of techniques

However, where appropriate the skills and objectives taught can be used in a more cross-curricular approach, drawing from other subjects as a stimulus and in order to further promote creativity.

Classroom Delivery

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Within classes, pupils are taught as a class, within a group, and individually according to the learning task.

In each classroom, there is easy access to all equipment and materials that the children need in order to complete a task. Children, as they become older, are encouraged to

understand that their first attempt will not always be the finished product, but may be the beginning of a process that will evolve into a finished product. All junior children have a sketchbook that enables practice to take place.

In general, the teachers ensure that:-

- work is appropriately challenging
- high quality work is achieved
- the children apply knowledge and skills acquired through previous experience and build on these
- the children are taught both knowledge and understanding skills
- lessons are conducted in a positive atmosphere where the more able and less successful children gain from their work through differentiation, which is often by outcome
- all children within a group are on a task, sometimes working collaboratively
- achievement is rewarded in the classroom
- there is a non-judgmental attitude to children's efforts
- children should be aware of works of different artists and be encouraged to form their own opinions of works of these artists

Resources

Each classroom has its own basic stock of Art and Craft materials and equipment:-

- paper of all shapes and sizes, colours, textures
- paintbrushes - different size and shape, thickness
- a variety of glue, paste, Pritt sticks and spreaders
- scissors, (right and left handed)
- fabrics
- decorative collage materials and implements
- newspapers, magazines, catalogues
- paint pots, palettes, mixing utensils

There are also specialist resources located in the lower school and the stock cupboard including:-

- water colours
- oil pastels
- pastels and charcoal
- 2B pencils
- batik
- screen printing equipment

Additionally Art materials are available on request subject to the approval of the coordinator and Headteacher.

Assessment and Record Keeping

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

The teachers check that:-

- all the children have had the opportunity to participate by means of organisation or their mark book
- an assessment is made of the experiences that the children have had, recording this information on a class sheet indicating the skill/ objective and awarding a judgement - , where a /, - and x is in operation for the above average, average and below average levels of performance. Any significant performance may be commented on using the Exceptionality Sheet - see Appendix A

Records of Art work in the form of photographs and samples of work are kept by the coordinator in a portfolio. Pieces of artwork may also be kept in children's Record of Achievements.

Evaluation

The school evaluates Art by:-

- keeping evidence - photographs or portfolio of samples of work
- overseeing standards of displays and their content
- monitoring children's skills and techniques
- staff meetings - formal and informal
- coverage of the National Curriculum

Safety Advice

Children should be taught the safe use of scissors as well as the dangers of the pointed ends of pencils and paintbrushes. When using the wax pot for batik children should be made aware of the hot metal edge and instructed how to move around it – no more than 4 children at the pot at a time is recommended.

Appendix A

EXCEPTIONALITY SHEET FOR ART AND DESIGN

NAME	ASPECT	COMMENTS