



Policy for Art.

Rationale

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.
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Experiences

Art education is composed of three inter-related strands of activity; Artistic expression, Craftsmanship and Design. The three areas are closely related and interdependent. To be effective, any course should contain a careful balance of these aspects and it is likely that the balance will change according to the needs of lower and upper school pupils.

Artistic Expression - involves thinking, feeling and perceiving. The activity gives substance to ideas in the form of tangible images.

Craftsmanship - involves a response to the nature and quality of materials and the use of tools.

Design - involves the use of available resources to meet a need. It requires discrimination and invention together with skill and is dependent on practical and social factors but should also involve aesthetics.

Children should be introduced to the formal elements of art, line, tone colour, pattern texture and form. The development of perceptual skills are best taught through first hand experience and every opportunity should be used to develop clarity and discrimination particularly through drawing. Nevertheless it is important for children to explore the different forms of drawing so that as well as expressing and recording, there will be an opportunity for communicating, investigating, imagining and designing.

Children should be encouraged to develop vocabulary for their visual experiences and know that there are words that describe Art, Craft and Design activity, it's materials and processes.

Children should be expected to take some responsibility for;

- the exploring , discussing and comparing ideas as well as activities
 - the selection of materials
 - the presentation of work
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- the cleaning of equipment and work areas □
the safe handling of tools and materials.
- develop respect for their own and others work; learning to value
different strengths and interest.

Children should have the opportunity to see the work of artists and designers first hand at museums and galleries or working in school.

Finally, children's work in art and design should be regularly and attractively displayed, to help develop and consider their own attitudes and values in relation to images and artefacts and learn how to offer and receive constructive feedback and praise.

Subject content

Key stage 1

Pupils should be taught:

- 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
- to talk 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

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
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- to talk about great artists, architects and designers in history.

Cross Curricular Approaches

Art is an important cross curricular discipline. Generally, children learn as much through visual images as they do with words and it is useful for children to develop a perceptual understanding through art and apply it in other areas. Conversely, as a subject of ideas, art needs to feed on all other disciplines for inspiration

Art is an alternative form of language, an essential tool for the communication of information ranging from the factual to the highest levels of imagination. At primary level it can be employed to initiate projects and themes, to expand subject content or to reinforce what had already been learned.

Values and Attitudes

Pupils' attitudes affect the willingness of individuals to take part in certain activities, and the way they respond to persons, objects and situations. Willing participation is an important ingredient of effective learning. The following attitudes and personal qualities are important at all stages of Art education

1. Visual and tactile literacy.
 2. Realisation of ideas.
 3. Making informed aesthetic judgments.
 4. Original thought and experimentation.
 5. Enjoyment and value of the sensory dimensions of the natural and synthetic environment.
 6. Communication of opinions and feelings about their own and others' work.
 7. Thoughtful and critical responses to ideas, images and objects.
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8. Growing recognition of the artists being studied, making comparisons and the intention of the artist, considering the background of the artist.

Special Needs

In conjunction with the school's Special Needs policy any child will be given the appropriate additional support if they are defined as having a special need in Art. The class teacher and Art co-ordinator will work in close liaison with the person in charge of Special Needs.

Inclusion

The school is committed to a policy of inclusion and will seek to remove the barriers to learning and participation that can hinder pupils.

Assessment

Art is regularly assessed against the key skills for the New Curriculum 2014.

Review and Monitoring

The subject leader will be responsible for the review and monitoring of the subject through looking at children's work, planning, talking to staff and through Art curriculum week.

Subject Leader - Emily Nicholson

