

HAZELDENE SCHOOL



ART POLICY WRITTEN MARCH 2019

SIGNED DATE.....
HEADTEACHER

SIGNED DATE
CHAIR OF GOVERNORS

TO BE REVIEWED March 2021

Hazeldene School

Art and design policy

Rationale

At Hazeldene School, Art, Craft and Design is an important aspect of the broad and balanced curriculum and provides an enriching personal experience, which enables children to identify ideas through creative processes of communication.

Through the teaching of art and design, children develop visual individuality and expression, the ordering of perception and personal experience and visual communication. With the creative curriculum topic approach to learning this will be done through cross curricular links as well as discreet art planning that is suited to topics studied.

'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'

New Curriculum 2014

Aims

To ensure all pupils can:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design
- 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

- reach their full potential regardless of race, gender, cultural background or ability
- develop a sense of achievement pride and pride when producing a finished piece of work

New Curriculum 2014

Intended outcomes

By the end of Foundation Stage pupils should be able to:

- construct with a purpose in mind using a variety of resources
- explore colour and how colours can be changed
- use simple tools and techniques competently and appropriately
- use lines to enclose a space and then begin to use these shapes to represent objects.
- select appropriate resources and adapt work where necessary
- select tools and techniques needed to shape, assemble and join materials they are using
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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By the end of Key Stage 1 pupils should be able to:

- express and record their ideas and feelings confidently
- understand about health and safety issues related to the materials, tools and techniques used within the subject.
- 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.

New Curriculum 2014

During the lower 2 years of Key Stage 2 pupils will build upon the experiences encountered in Key Stage 1. In addition they should also be able to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

During the upper 2 years of Key Stage 2 pupils will continue to build on their experiences. They will continue to use their sketch books to record their work and in addition they should also be able to:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- continue to learn about great artists, architects and designers in history and extend their thinking by asking and answering questions, such as: 'What is it like?', 'What do I think about it?' and "What can I do now that I couldn't do before"

New Curriculum 2014

Implementation

There is now a thematic approach to teaching and learning at Hazeldene through termly topics. Art planning now details the aims and subject content from the new curriculum 2014

Teaching and Learning

- In both key stages the children should be given the opportunity to experience a wide range of art techniques using a variety of materials.
- Children should be given the opportunity to express their own ideas and to consider the artistic expression of other artists.
- Children should be given the opportunity to achieve their full potential, regardless of race, gender, cultural background or ability.

- Children should be given opportunities to work individually and collaboratively.
- Children will apply skills from other subjects, the most natural cross-curricular links being with English, Design Technology and I.C.T.
- Children will be introduced to specialist terminology and encouraged to use it when referring to their work e.g. shade, background, foreground.
- Differentiation will be through outcome but could also be through the task or complexity of materials provided.

Resources.

Art resources are stored in one locked cupboard next to the serving hatch for school lunches near the hall. (main key kept in the office)

This contains Art History resources, ready made paints, powder paints, dyes, art straws, specialist paints, poster paints and equipment, printing inks and equipment, clay, borders, fabric, fabric pens tissue paper, crepe paper, cellophane and other varied resources, sugar paper and rolls of backing paper.

Each classroom also has a number of basic art resources-

- brushes (various sizes)
- palettes
- water/paint pots with lids
- PVA glue and glue spreaders
- cold water paste and glue brushes
- scissors and scissor rack or stand
- colouring crayons/pencils/felt tip pens.

Content

The schools planning for Art and Design is taken from the aims and subject content of the new curriculum 2014 and linked to the various topics taught in each year group. Children will experience drawing, painting, collage, printmaking, sculpture and textiles. They will be encouraged to develop ideas not only about their own artistic expression but also that of others. Within this are opportunities for single subject study, integration with other subjects and the development of cross-curricular themes. Ideas for multi-

cultural links are encouraged and it is considered that Art is a valuable vehicle for the development of multi cultural understanding and learning.

Continuity and Progression

The new curriculum 2014 is carefully structured to ensure continuity and progression through the year groups; this will be achieved through direct teaching of skills and the revisiting/consolidation of already learnt techniques. Continuity and progression are vital in art to avoid a repeat of techniques being introduced whilst other less popular techniques are either ignored or passed by.

It is important for planning to be put centrally onto the Art Subject page of the learning platform (its learning) to enable previous work to be considered and accessed by all teaching staff.

Continuity of the children's individual art is transferred in Key Stage 2 within the use of their individual sketch books. During year group meetings there is now ongoing discussion between year groups within a key stage to ensure progression.

Differentiation

Within the each art and design lesson differentiation and extension is built in. Therefore the technique or skill will be introduced as a class and differentiation will be by outcome but could also be through the task or complexity of materials provided.

Learning strategies

The approach of the teaching of Art will vary with the technique being introduced. There are a variety of strategies including whole class, group and individual work. A popular approach already being employed in the school is a whole class introduction of the technique and then group work.

Art History is generally taught as a class but small discussion groups for this type of activity can be both valid and valuable.

Assessment, Recording and Reporting

On going teacher assessment will ensure match and differentiation for all pupils. Individual teachers' will monitor each child's experiences and achievements and will make judgements about their knowledge skills and understanding through:

1. teacher observation

2. the child's ability to talk about their work they have undertaken and self-evaluation
3. content of their art and design work.

Responsibilities

The responsibility for the delivery of the National Curriculum lies with the Headteacher, Assistant Head teachers, the Art Co-ordinator and the Governors.

The Art Co-ordinator has responsibility for ensuring that the organisation of the subject is effectively delivered and will regularly monitor a sample of individual portfolios and undertake pupil conferencing.

The Art Co-ordinator is also responsible for the ordering of consumable and non-consumable materials, and for keeping staff informed of new information and (where necessary) changes in the National Curriculum. Collaborative planning ensures that year teams adhere to the agreed planning documents.

Where possible it is also the Art Co-ordinator's role to organise whole-school art competitions such as taking part in the annual National Doodle Day, Hobby craft design completions and Junior Bedford Modern Art competitions, Royal Mail Christmas card completion. Designing of individual Christmas cards (fund raising)

A wide variety of aspects within art and design are covered within our Shine days (2 per year)

March 2019 Caroline Doherty