

# **POLICY FOR THE TEACHING OF ART AND DESIGN**

## **Introduction**

- This document is a statement of rationale, aims and strategies for the use of Art at the Pochin School.
- This policy was reviewed in the autumn term of the academic year 2013 - 2014, in light of the new national curriculum, published in September 2013.
- It was approved by the Governing Body 16 September 2014
- Every child in the school has an entitlement and equal right of access to Art regardless of ability, gender or race.
- It is the responsibility of all members of staff to implement this policy.

## **What is Art?**

Art, craft and design represents some of the highest forms of human creativity. It is concerned with visual and tactile modes of expression in 2 and 3 dimensional forms.

## **Rationale**

Art, craft and design is important because:

- It stimulates creativity and imagination
- It should engage, inspire and challenge pupils through enjoyment.
- It should equip pupils with knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Pupils should know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

## **Aims**

Our aims in teaching art and design are to ensure that all pupils will, to the best of their ability:

- Produce creative work, exploring their ideas and recording their experiences.
- appreciate a range of art from different cultures;
- use art as a visual means to express ideas and feelings; and
- become proficient in drawing, painting, sculpture and other art craft and design techniques.
- Explore ideas and meanings in the work of great artists and designers and evaluate and analyse creative works.

## **Attainment Targets.**

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

## **Strategies for the teaching of Art**

- Class teacher will have a responsibility for delivering Quality First Teaching and that progress is monitored throughout the lesson.
- All children will have the opportunity to explore experience and develop their capabilities and skills in art and design through practical tasks and assignments.
- Children will be given the opportunity to work individually or in groups of various sizes, as part of a team. Support will be given to less able children and more complex tasks for those identified as Higher Attaining pupils.
- Display of children's work in the corridor and classrooms, will give children confidence and a sense of achievement; give value to their work and provide a visually stimulating environment.

## **Assessment, Recording and Reporting**

- Children will be encouraged to evaluate their own work.
- Recording should be in reference to the school's overall recording policy. Recording may also take the form of photographs of work taken during lessons.
- Reporting: In autumn and spring terms through parent interviews and by written report at the end of each academic year.

## **Health and Safety**

- Use of materials, tools and techniques in accordance with Health and Safety policy.
- Appropriate storage of tools and materials.
- Pupils are taught to recognise potential hazards, and how to minimise risk to themselves and others.

## **Subject Content**

### **KEY STAGE 1**

During the two year programme, 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.
- About a range of artists, craft makers and designers, describing the differences and similarities between different styles of work and experimenting with these techniques in their own work.

## Suggested Scheme of Work for Art and Design for Key Stage 1

SKILLS	VISUAL ELEMENTS	CAN BE LINKED WITH..... (The following ideas are suggestions only)
Drawing Painting	Colour, line, shape pattern	E,g “Self Portraits” ( or other topic) <u>Literacy:</u> S&L communicating ideas about themselves. <u>P.S.H.C.E.</u> Growing up.
Collage Using Different Materials.	Texture, shape, form, colour, line, pattern.	“Picture This.” (Class teacher’s interpretation) <u>Literacy:</u> Story writing. “Mother Nature.” <u>Science:</u> Materials
Textiles.	Colour, texture, line form.	Investigating materials. <u>Science:</u> Materials
3-D Sculpture Mouldable Clay or similar.	Texture, shape, form, pattern, space.	“What is sculpture?” Can buildings speak? <u>D&amp;T:</u> Structures. <u>Literacy/ P4C:</u> Discussion, conveying ideas.
Digital Art	Colour, line, tone, shape, space.	“Picture This.” I.C.T - Digital art, using computer programs on net- books/ I pads. Eg fireworks I.C.T – Using I-pads for photographic work. <u>Literacy:</u> Story writing, sequencing events.
Printing ,	Colour, line, tone, shape, pattern, space.	Could use theme of “Patterns” Hand prints thumb prints, leaf prints vegetables etc <u>Geography:</u> Looking at patterns in pictures from different locations. Unit 2C Can buildings speak? <u>History:</u> Looking at architecture and buildings from the past.
Art study	Painting, drawing, colour texture, style	This could be linked to the weekly artwork, or class teacher may select a different artist for a more in depth study.

### Subject content

#### **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 visit ideas.
- To improve their techniques in art and design, including drawing painting and observational skills, using a range of materials – eg. Pencil, charcoal paint, clay, pastels, crayons.
- To learn about great artists, architects and designers in history.

#### **Suggested Scheme of work for Key Stage 2**

SKILLS	VISUAL ELEMENTS	CAN BE LINKED WITH..... (The following ideas are suggestions only)
Painting  Drawing Introduce sketch book to record and develop ideas.	Colour, line, shape, tone, pattern. Mixing colours – primary / secondary Tonal range of colour, colour circle (Class 4). Introduce light / shade; Observational drawing; figure proportions Perspective drawing (viewpoints)	Year 3/ 4 “Portraying relationships.” (composition) <u>P.S.H.C.E.</u> Growing up, relationships. Year 4 /5 Journeys. <u>Geography:</u> Map reading. <u>Literacy:</u> Story writing. Year 5 “Objects and Meaning.” <u>P.S.H.C.E:</u> Expressing viewpoints. <u>P4C:</u> Developing imagination. Year 6. “A Sense of Place.” <u>Geography:</u> Locations/Environmental studies. “ People in Action.” Sport, Science – Human body. Landscape painting – year 6 (Picture composition)
Digital Art	Colour, pattern, Sequencing frames	Digital art using computer programs, net-books, I-pad. Year 3 / 4 Journeys. Year 4 “Viewpoints” <u>I.C.T.</u> paint package I pad – eg Rainforest <u>Geography:</u> Maps, symbols, signs, river journeys, <u>Literacy:</u> Story writing. <u>P.S.H.C.E.</u> Journeys and pathways in life. Year 5 / 6 power points, short films, animation
Collage (Textiles)	Colour, pattern, shape, materials  Experience of cutting, arranging and sticking, to form patterns.	Year 3 / 4/ 5 Investigating patterns. Printing – using various objects to print shapes, patterns History: investigate designs from different cultures – links with history topic eg. Roman mosaics, Aztec, Egyptian, Greek etc <u>Literacy.</u> Link with traditional stories. <u>P.S.H.C.E.</u> Looking at different viewpoints. Year 6. “What a Performance.” <u>Literacy:</u> S&L Drama, writing play scripts. <u>D&amp;T:</u> Structures-Design carnival costumes.
3-D Sculpture	Texture, shape, form, pattern, space, colour. Modelling and construction.  Clay / papier mache Paper card etc	<u>Geography:</u> Different locations. Looking at buildings and sculptures in the environment e.g. The Angel of the North. Models in connection with topic. <u>History:</u> Settlements. Year 4 /5 – Take a Seat. <u>D&amp;T:</u> Structures.
Art study	Painting, drawing, colour texture, style. Discussion.	This could be linked to the weekly artwork, or class teacher may select a different artist for a more in depth study.

- WHOLE SCHOOL ART APPRECIATION. Weekly art work, by a range of artists, will be provided for the children to look at and discuss. This will be linked with the music and composer of the week and will be shown in school assemblies.