

## **Art and Design Policy**

**Art and Design Subject Leader Mrs S Harvey**

### **Introduction**

The purpose of writing and implementing this policy is to raise and maintain educational standards within school.

Art and design is essentially a means of communication and plays an important part in children's creative and sensory development. It is the expression and appreciation of ideas, thoughts and feelings through a variety of two and three-dimensional media. It allows children to make thoughtful judgements about life and helps them to shape the environment and also to understand how art and design has both reflected and shaped the history of our nation.

### **Aims**

The staff at Royles Brook School recognize that children need to develop certain skills, understanding and appreciation of the visual world. We aim to develop skills in the following areas :-

- Develop and stimulate children's imagination and creativity by providing a range of visual, tactile and sensory experiences.
- Develop children's aesthetic sensibilities and enable them to make informed judgements about art.
- Develop children's understanding of colour, form, texture and pattern. Provide particular activities that give children the ability and skills to realise their ideas in drawing, painting, sculpture and other craft techniques.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their artwork.
- Develop skills in observation and analysis and critical responses to their own work and those of others.

## Implementation

In line with National Curriculum programmes of study, children at both Key Stages and Early Years Foundation will develop knowledge, skills and understanding through a range of practical tasks which will include :-

- Drawing
- Painting
- Print making
- Collage
- Textiles
- Sculpture, 3D construction, using clay
- Computing

Through these, children will develop a wide range of art and design techniques in using colour, pattern, line, shape, form texture and space. These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way.

Children at Key Stage 2 are taught to use sketch books as a working record of their ideas and skill development.

The school has an expanding bank of materials and equipment to cover the above areas.

There are three resource areas in school that have tiled floors and allow for a range of practical art activities. Each area is equipped with a basic stock of paint, brushes, paper, glue, crayons. In addition there are three stock rooms which house more specialist equipment such as textiles, paints, clay, printing blocks and rollers.

A range of styles are necessary for the teaching of art and our teaching includes opportunities for

- Exposition.
- Appropriate demonstration of techniques.
- Investigation and exploratory work.
- Use of computing resources.
- Whole class, group and individual work.
- Use of support staff and parent helpers.
- Discussion of children's and others work.
- Cross curricular links.

The school has opportunity to visit local art galleries such as the Grundy in Blackpool and takes part in art competitions both inside and outside school, e.g. The Young Seaside's Competition. Within school these competitions can involve such things as Easter egg decorating and designing book covers or posters for Book Week. Links with the local community are encouraged and children have displayed work in the Marsh Mill Windmill Museum in Thornton.

There is also an after school art club run during the year for children, which focuses on developing such skills as drawing and painting.

## **Computing**

The school has good facilities to develop the links between computing and art. It has specific graphic programmes to develop both art and computing skills. Each class has access to a digital camera with which to produce and edit images. Every class has a Smartboard and projector with which to share images, artists' work using online galleries and also to demonstrate how to use graphic applications.

## **Equal Opportunities**

All children regardless of race, gender and physical and intellectual ability will be given access and opportunity to use art equipment and develop their skills. Adult supervision and encouragement will be provided to small groups and individuals where appropriate. SEN children are actively encouraged to use art and 3D media to develop an understanding of other curriculum areas such as making the alphabet in clay. There is opportunity to explore and learn about other cultures that children in the Western world might not be familiar with.

## **Monitoring and Assessment**

Much of the monitoring is done through observation of children using different techniques, discussion and finished work.

Digital images are taken by staff to provide evidence of children working and to record 3D objects that have produced.

Teachers use their own skills in assessing whether children have problems or need challenging in art e.g. reinforcing a particular technique.

## **Health and Safety**

All children are taught to use and look after equipment safely and correctly. Children are supported appropriately by adults when using cutting equipment. Children are covered with aprons when necessary e.g. whilst painting, using clay etc. Most art activities are undertaken in appropriate resource areas that have wipeable surfaces and floors. The children are encouraged to tidy both themselves and the areas of work.

## **The Role of the Art Subject Leader is to**

- Purchase, organise and maintain teaching resources by spending within a delegated budget.
- Provide guidance and support in implementing National Curriculum and schemes of work. Produce a curriculum subject overview to ensure coverage and development of key skills and techniques across the school.
- Keep up to date by attending courses and giving feedback to staff.
- Provide support for those who teach art and improve the quality and continuity of art teaching and learning throughout the school.
- Develop links through art and design between schools, parents and the community.

## **Display**

Displaying children's work in all curriculum areas in the classroom and around the school has both a positive and educational role to play in supporting their learning. Although display does encompass a range of curriculum areas it is fundamentally linked to art through its visual qualities. A high standard of display encourages children to value their own and others work. It can provide learning opportunities through interactive problem solving, particularly through science, literacy and mathematics. It also supports the ethos of the school by providing a bright and stimulating environment.

There are several boards in each classroom and resource area. Often display boards reflect current topics or special events such as book or science week. On occasions staff will discuss and agree themes for the display boards to ensure continuity throughout the school. Children are actively involved in producing work and ideas for display work regardless of their ability. They are also encouraged to look after and value each other's work.

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Mrs S Harvey Art Subject Leader