



## GREAT MISSENDEN C OF E COMBINED SCHOOL Art and Design Policy

### General Introduction

'Art, craft and design contributes to the school curriculum by offering a distinctive way of learning, where seeing, feeling, thinking and making are combined in a powerful form of visual and tactile communication.'

Art and Design, Curriculum 2000

### Aims

At Great Missenden C of E School we aim to:

- Provide pupils with opportunities to work both individually and collaboratively.
- Develop, not only the children's capacity to think, imagine, invent and design, but to provide enjoyable experiences.
- Provide opportunities to use a variety of materials and tools.
- Help the children to develop the use of different techniques and skills.
- To develop children's knowledge and understanding of artists ( both famous and unknown)
- To encourage children to evaluate their own work and that of others.

### Objectives

Our Art and Design scheme of work endorses the National Curriculum 2000 requirements that:

During the Foundation Stage and Key Stage 1, pupils develop their creativity and imagination through exploring and using a variety of materials and processes. They investigate different kinds of art, craft and design and begin to understand how to use visual language to represent ideas and feelings in visual form.

During Key Stage 2, pupils develop their creativity and imagination through increasingly sustained activities, which build on their skills in using a range of materials and process. They investigate art, craft and design made for a variety of purpose, developing their ability to use visual language to communicate their own ideas, feelings and meanings.

To achieve these pupils will be taught:

To explore and develop their ideas by asking and answering questions about the stimulus for their work and by collecting and recording their ideas and experiments in the form of a sketchbook ( Year 1 Onwards)

To experiment with and use different media by trying out different kinds of materials, tools and techniques and by experimenting with combining different types of materials to achieve different effects.

To review and adapt their work as it progresses by comparing their own work with that of others and discussing how they feel and what they think about it and by identifying what they need to change and how they might alter and develop it further.

To investigate others work by asking considered questions about works of art, craft and design.

To apply their knowledge and understanding of different materials and how they work, how ideas and experiences are represented in the work of other artists and how differences and similarities reflect ideas, beliefs and values and the time and place in which the work was made.

### **Teaching Strategies: Planning and Implementation**

All teachers are responsible for the planning and delivery of the subject. Medium term plans are kept in the blue year group file and copies given to the co-ordinator for monitoring. Individual lessons will be planned for in the weekly diaries.

Appendix A shows an overview of the activities that will be covered by each year group. The activities are intended to last for approximately half a term.

Each term, a day will be dedicated to Art and Design. The whole school will be involved in an Art and Design project that will be based around a particular theme. The work will usually be displayed throughout the school. Parents are informed of the whole school project to be undertaken and are encouraged and welcomed to contribute to the project in any way they can by offering either materials, expertise and advice in their spare time by helping the children with the designing and making in the classroom. Local artists will also be invited to join the children, either to teach them or work alongside them.

### **Schemes of work – progression and continuity**

The scheme of work shown in Appendix A and the overviews of elements and media shown in Appendix B, ensure that all children have a range of opportunities to experiment with materials and develop their creative skills in Art and Design. They ensure that all the programmes of study as stated in

the National Curriculum 2000 are met, and provide appropriate continuity and progression throughout the school.

### **Differentiation**

Differentiation is necessary to meet the individual needs of every pupil in order to extend their learning. Although the scheme of work allows for differentiation by outcome, some teaching activities may need to be adapted further to ensure that children with special educational needs of all kinds may fully participate and demonstrate their own achievements. Suitably challenging tasks will need to be set for pupils whose achievement in Art and Design greatly exceeds the expected level.

### **Equal Opportunities**

Pupils will be given the opportunity to study Art and Design from a variety of cultures and all pupils, regardless of race, creed, gender or age must have the opportunity to develop this area of the curriculum. The equal involvement of both girls and boys in all activities must be promoted.

### **Assessment and Record Keeping**

The purpose of the Art and Design sketchbook is for recording observations and ideas, collecting visual evidence and information and experimenting with ideas for their work. In short, it is a portfolio of the child's artistic development. As such the sketchbook is a useful form of evidence about children's thinking as drawing. It is important that the sketchbooks are marked as a way of acknowledging the child's achievements and contributions. In doing so it is a useful means of assessing and judging pupils attainment, and the extent to which this relates to the expectation in the end of Key Stage level descriptions. (See Appendix C).

Teachers will record the level achieved by each child in Art and Design at the end of the academic year and this will be passed on to the next teacher. A summary of the child's achievement in Art and Design will also be reported to parents.

### **Health & Safety**

The school health and safety policy gives clear guidance on the reporting and response to all incidents. During Art and Design lessons children will be made aware of the correct and effective use of all materials and tools. When setting up equipment and clearing away at the end of a lesson care will be taken. Children will be expected to wear suitable protective clothing during practical work and they will wash their hands after using materials such as paint or clay. All potentially hazardous equipment will be stored appropriately and children will be taught how to handle them safely.

## **Resources**

Each class has its own set of poster paints, palettes, paintbrushes and water pots. Other Art and Design resources are kept in the Art Cupboard. (See Appendix D). a list of art resources is pinned up in the Art cupboard. Art & Design packs are kept in the Resource room. (See appendix E). Display rolls and borders are kept in the Resource room.

## **Staff Development**

Any training sessions the co-ordinator or any other member of staff attends will be reported back to the rest of the staff in order to share ideas and improve the standard of Art and Design teaching in school. If any member of staff sees any courses advertised and wishes to attend courses they should also approach the co-ordinator.

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