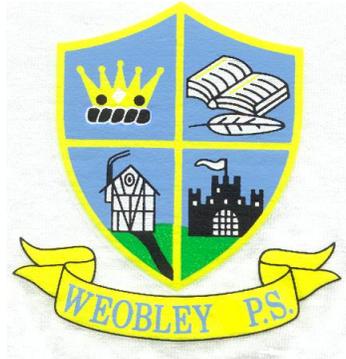


Weobley Primary School



A Whole School Policy for Art

Policy Reviewed	
Date	By whom
2005	S Love/HT/ Govs
2007	S Love/HT/Govs
2010	S. Love/HT/Govs
2013	H Kirkham/S Powell/HT/Govs
Oct 2014	H Kirkham/HT/Govs

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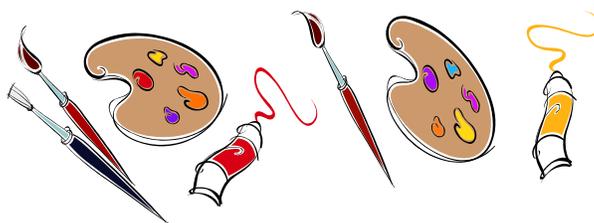
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Rationale:

This Art and Design policy is a statement of the aims, principles and strategies for the teaching and learning of Art and Design, developed during the academic year 2014-15 through a process of consultation with teaching staff and governors. It will be submitted to the governors this year for review.

'Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.'

Bridget Riley



Aims:

'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.' The National Curriculum 2013

One of the main aims in Art and Design is to encourage the natural abilities children and foster an attitude of confidence whatever their stage of development. Art and Design education enables pupils to develop a means of expression other than language alone. By incorporating Art and Design into a broad and balanced creative-curriculum we can enrich and extend the subjects already covered.

Taking part in Art and Design should be an enjoyable experience in which every child fulfils his or her innate ability, with enthusiasm.

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By the end of key stage one children should have developed skills in the following areas:

- Using a range of materials creatively to design and make products.
- Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Developing an understanding of 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.

In key stage two, pupils should develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

By then end of key stage two they should 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.
- Learn about great artists, architects and designers in history.

Organisation:

Creative-curriculum topics are taught throughout the school. Early year's experiences includes:

- ❖ exploring colour, texture, shape, form and space in natural and made objects, including resources from different cultures, and in their environment;
- ❖ being stimulated to think about and respond to what they see, touch and feel, in different

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ways;

- ❖ using their imagination and expressing ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making;
- ❖ being imaginative and creative and making connections between one area of learning and another.

Across the school, children need to practise their drawing skills on a regular basis, accepting that it is good practise to rework their drawings. Sketch book work should be a regular part of the Art curriculum. Children should be challenged to draw;

- from observation, imagination and experience using their sketchbooks where appropriate;
- at different scales and on different surfaces;
- in two and three dimensions using different media;
- for different purposes - to observe, explain, explore and record.

Children will be organised sometimes as a whole class, as ability or mixed ability groups, or sometimes individually depending upon the task and the needs of the children.

Central stores of materials are located in the labelled cupboards and drawers outside classrooms, in the main Art and Design cupboard, in the stock/resource room and in the library. All techniques can be equipped, and advised upon by the Art and Design Coordinator.

Classroom equipment should be organised so that children can ultimately independently choose, set up and clear away their own working space. They should be taught the correct tools necessary for efficiently carrying out a specific skill.

Appropriate materials to suit the task set must be provided until the child has the ability to select these for his or herself. Children of all ages need

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help and advice to handle materials successfully. The quality of work will reflect this.

Display

The classroom, or work area, should be stimulating, lively, colourful and tidy;

An inviting environment is more likely to inspire creative results.

The amount of pride a child takes in his or her work can be greatly increased by the care taken of it when it is completed. The expectation of a critical audience will heighten the level at which the child works. Attractive displays of work will improve the working environment as well as set a high standard to which other children may aspire. Every child should have some work on display, and for the less able simpler tasks should be provided to ensure success.

Discussion about why and how the pieces are displayed can be beneficial and inspirational. Displays should not be competitive but should lead the imagination. All work should be mounted and labelled with title and child's name and age, if going on display in a public area, adding any appropriate information as necessary.

A large display board in the school hall will be used alongside class assemblies to parents, with work related to the assembly topic being on show for visitors to view. This display of work will change before each class assembly and it is the responsibility of the class teacher to update it.

An art celebration board, outside the art co-ordinators classroom, will display pieces of art by children of all ages. When teachers want to reward a pupil for their hard work, or successful results, they may send the child with their work to the art co-ordinator so that the piece of art can be added to the display.

Assessment:

Assessing progress

The work children do will serve as a record for the work covered in each creative-curriculum topic. It is not necessary to make detailed records for each child in relation to the outcomes - the work produced is evidence of this. Teachers should discuss pupils that are gifted and talented, show great promise or need extra help.

A portfolio should be kept for each child and in EY, selected examples of work should be added to the portfolio to show evidence of a range of skills and experiences. In KS1 and KS2, all art work produced, particularly as part of the creative-curriculum topic, should be added to the portfolio and passed on to the next teacher. Photographic evidence should also be added to the creative-curriculum topic book.

Extra-curricular activities

There are clubs run at different points in the year that provide opportunities for developing skills in art and design, such as Year 6 Art club and Craft club, some of which have been supported by parent volunteers.

Art and craft 'days' and activities are organised for the children, with artists and craftspeople coming to work with the children in school and sharing new skills with them. There have been galleries of children's work created to share with visitors to coincide with events, such as the school fete, providing opportunities for the wider community to view and celebrate the children's achievements within art.

Roles and Responsibilities:

The role of the Art Co-ordinator is to:

- Offer advice on techniques and ideas for delivering the required curriculum
- Write policy document
- Monitor progress in Art and offer help and support to staff
- Take responsibility for the purchase, organisation and maintenance of central resources
- Keep up to date with developments in Art education and disseminate information to colleagues as appropriate.
- Provide opportunities for extra curricular clubs and activities.

Role of the Class Teacher

- Deliver the Art curriculum with good preparation
- Improve subject knowledge with support and advice from co-ordinator
- Work along side visiting artists

Role of Visiting Artists

- visit to work with teachers
- offer specialist expertise and techniques not usually offered in the classroom

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Transfer and Transition:

- Staff meetings are used to discuss the Art curriculum and ensure consistency of approach and of standards.
- Children's sketch books and portfolios should be passed on to be used in the next class.

Equal Opportunities:

Children need to develop an unbiased understanding of life which should influence our choice of resources for Art and Design lessons, including a variety of genres from different periods, cultures and traditions.

We should ensure equal opportunities are given to girls and boys for all experiences in Art and Design. Groupings should be organised to encourage them to work cooperatively together.

Special Educational Needs:

If children are identified to have special needs then teachers will plan activities into their lessons which will ensure a level of success, providing support as necessary, depending on their specific need.

Resources:

All techniques are or can be equipped. The Art Co-ordinator is responsible for ordering or resourcing any gaps, when made aware of resources that are needed by class teachers.

You will find:

- A paper store in the library.
- Each shared Art area has painting equipment
- 3-D resources are available, in cupboards outside class 2/3.
- There is a central Art cupboard in the main corridor.

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- LCP Art folders are available, as well as large posters at the bottom of the paper store in the library.
- A range of books on artists are available in the co-ordinators class room.

Elements of Art and Design: A Basic Vocabulary

LINE: The basic elements of drawing; the means of describing shape by outline; the means by which three-dimensional forms can be represented on a two-dimensional surface. There are many kinds and qualities of line.

SHAPE: A distinct area with definite boundaries, e.g. geometric and non-geometric shapes, simple or complicated shapes and so on. Usually 'shape' in art means something flat and two-dimensional.

FORM: The three dimensional equivalent of shape. The word 'form' is usually reserved for the in-the-round things such as sculpture, pottery and so on. We can also talk about the way in which an artist gives the illusion of form in a painting.

TEXTURE: This can also mean the actual surface qualities of things or can be the collections of pencil, pen or brush marks, etc, by means of which artists produce the illusion of texture in drawings, paintings, designs, etc.

COLOUR: A property of light which has a very direct effect on the senses and emotions. Young children are strongly attracted to its sensuous appeal and should be encouraged to experiment with colour mixing. Different colours tend to evoke different moods. Colour relationships are important - a colour may be profoundly influenced by the colours adjacent

to it.

Definitions:

Primary colour - A hue that cannot be mixed (red, yellow, blue)

Secondary colour - The result of mixing two primary colours (green, orange, purple).

Complementary or contrasting colours - The most strongly opposed hues. (Opposite points of the wheel).

*Colours can be modified and changed by the addition of smaller or larger quantities of other colours. They can be modified and changed by the addition of smaller or larger quantities of other colours. They can also be lightened by the use of white and darkened by the use of black. Some artists have excluded black from their palettes in order to keep their colours more brilliant.

TONE: Tone or tonal contrasts refers to degrees of lightness or darkness. When a picture is entirely in darker or lighter grades of one colour (monochrome) this is easy to understand. What is more difficult is that colours also have an inherent tone value, e.g. pure yellow is light and pure black is dark; pure red is darker than pure orange and so on. So it is important for children to begin to understand the difference between colour contrast (contrast of hue) and tonal contrast (contrast of light/dark) if disappointment and confusion are to be avoided.

SPACE: Just as silence or stillness may be important in Art or drama, so space or interval may be important in both two and three-dimensional art.

PATTERN: In a strict sense this can mean the repetition of shapes according to some kind of

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definite rule or in a looser sense, e.g. 'a pattern of trees or buildings', meaning a group of shapes with roughly similar characteristics.

CONTRAST: A self-explanatory term. Contrasts are essential to art, whether in colour, shape, size, tone etc.

COMPOSITION: This refers to considerations of arrangements and balance: symmetry and asymmetry, the balance of shapes, tones, colours, solid and void, etc. Composition is concerned with the relationship and overall form of a work of art.