

Policy for Art and Design

At The Meadows Primary School, we believe in the development of understanding and appreciation of the child's visual world. We aim to encourage him/her to explore the environment, develop the senses, promote individual creativity, and develop manipulative skills and a visual language as the means to express or communicate ideas.

Aims

In teaching Art and Design, we aim:

- To help children understand the language of aesthetics (appreciation of beauty/good taste) through the teaching of perceptual skills.
- To provide each child with the opportunity to experience varying approaches to art, craft and design by offering a wide range of media, thus developing the ability to make decisions, investigate and to make appropriate responses.
- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers, architects and designers, and understand the historical and cultural development of their art forms
- To teach the necessary skills involved in the use and manipulation of materials.
- To establish good working habits - caring for the equipment, cleaning materials, respecting the right of others to use shared resources - in accordance with safety requirements.
- To plan art activities as an integrated part of the curriculum.
- To assess and moderate children's artwork in order to ensure continuity and progression.
- To value the work of all children.

TEACHING OBJECTIVES

National Curriculum Subject content:

Key stage 1

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 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

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 revisit ideas

Policy for Art and Design

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Early Years Foundation Stage

We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children's interest and curiosity.

Progression in Art and Design Skills

Three grids are included with this policy to show progression over KS1, Lower KS2 and Upper KS2. There is also an attachment on background information on the different types of media to be used, and where to find them.

Curriculum Planning

We carry out the curriculum planning in Art and Design in three phases: long, medium and short term. The long-term plan maps out the units covered in each term during the key stage. Our medium term plans give details of each unit of work for each term. They identify learning objectives and ensure an appropriate balance and distribution of work across each term. Class teachers complete a plan for each Art and Design lesson. These list the specific learning objectives for each lesson and detail how the lesson will be taught. The class teacher keeps these individual plans, and the class teacher and subject coordinator discuss them on an informal basis.

We plan activities in Art and Design so that they build upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is completed through a cross curricular approach, ensuring valuable links to the topic being studied. There is not always a specific 'end product' planned for in the teaching of Art and Design, as the children are encouraged to use what they have learned, observed and practised to develop their own Art piece.

Art and Design and inclusion

We ensure that all children irrespective of their ability/disability have access to the Art and Design curriculum. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual

Policy for Art and Design

needs. To reflect the diversity of our society, we ensure that children have access to the work of artists, artefacts and resources from a range of gender, ethnic backgrounds and cultures.

Assessment for Learning

Teachers assess work in Art and Design by making observations of the children and the work produced. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Teachers make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year. A collection of 'quality' artwork is kept by the Art and Design subject leader to show what is expected in each year group.

Further evidence of work undertaken by children can be in the form of teacher's notes, work on display or as a photographic record. The Art and Design subject leader can review evidence of the children's work by looking in their sketchbooks, topic books, on display, and from photographs.

Role of the teacher.

The teacher should provide a stimulating and exciting environment by means of displays and carefully chosen pictures and objects. Such articles should have a direct function in involving children in exploring and investigating their qualities through their senses, and motivating them to creative interpretation. Visits outside school can also provide the sort of experiences on which children can base their artwork.

One of the dilemmas facing the teacher in art education is when s/he should intervene, instruct or demonstrate, for there are times when intervention and instruction in particular techniques are appropriate. The teacher should plan activities, which give children opportunities to experiment with and explore a variety of media. Through purposeful exploration the child learns to control the medium, and as he does so he becomes more confident in using it expressively. Techniques should only be taught when it is necessary to enable the child to continue the expressive act, and not in isolation from it. The teacher, by observation and discussion, should be able to assess when such intervention is necessary; in this way, children will absorb techniques, as they are involved in the creative process.

Art activities should be designed to extend and enrich the child's experiences, which allow for differences in children's methods and rates of working, and their varying responses. The role of the teacher should be to support, encourage and guide the children, and to build an environment in which each child can grow and develop in an individual and creative way.

Resources

Our school has a wide range of resources to support the teaching of Art and Design across the school. Resources are shared and kept in safe areas that can be easily accessed when needed (stock cupboard and in wheeled trolleys in the KS2 open area). A member of staff regularly checks the resources and new (or different) resources are ordered in when needed. (See Appendix)

Policy for Art and Design

Health and safety

In this subject, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for handling tools, equipment and media.

It is the teacher's responsibility to ensure a safe working environment and the safety of the teaching equipment should be reviewed regularly. It is the responsibility of each class teacher to collect resources and then return them after use. If any resources become broken during use, the Art and Design leader needs to be informed as soon as possible.

When working with tools, equipment and media, pupils should be taught:

- About hazards and risks and about risk control
- To recognise hazards, assess subsequent risks and take steps to control risks
- To manage their environment to ensure the health and safety of themselves and others

Policy for Art and Design**Appendix****Drawing/Mark Making**

First consider the media and the paper to be provided.

A hard pencil, such as an H will give you a hard, accurate line that is difficult to rub out.

The softer the pencil, the darker the line, such as a 6B, which can be rubbed out with greater success or can be 'lifted off' using a putty rubber (blu-tak works just as well). Soft pencils are easier to smudge.

We have various media for drawing in school. Standard drawing pencils are provided (2B). These should be held away from the end and gripped lightly so that the line is soft and easy to deal with. The strokes should be light and guided by the wrist, if not by the entire arm in some cases.

Sketching sticks - very soft in a tonal range from white to black. Not suitable for small, intricate work.

All drawing media will be found in the art trolley.

Other media for drawing:

- ***Conte: Pastel and Pencil Crayon***

All of these produce clear, accurate lines but of course cannot be easily erased. They are ideal for working on coloured paper i.e. white conte to black paper. Conte and pastel will smudge and colour mix on the paper. Pencil crayon will colour blend but not provide a smudged quality. These are kept in the art trolley.

Wax crayons are suitable for large areas and developing manipulative skills.

- ***Charcoal***

Charcoal can produce extremely fine quality work but it is quite difficult to use successfully. It is more appropriate to use it at KS2 and so providing a drawing media with which to progress onto. Charcoal smudges!

All work should be sprayed with fixative to prevent unwanted smudges. Charcoal is kept in the art trolley.

All resources for drawing are kept in the art trolley.

- ***Pens: (including felt-tip)***

Pens can be used to define lines in a way pencils cannot. They can be used to explore mark making when greater contrast is needed against a white background. They can also be used to introduce painting, by adding water over the top and using a brush to mix the inks. Pens are kept in the art trolley.

Painting

Painting is the extension of drawing and not a means to 'colour in'. Many children feel frustrated by painting over a perfectly good drawing and ruining it! It is useful to photocopy images such as drawings and give these to children to explore and practise different effects and techniques.

The choice of subject is crucial to giving children confidence when handling paint. It is important to be selective in the use of content and source material as a support to the teaching of painting. We need to teach children to see colour and how to use it, the need to match their knowledge of colour to the content and form of the task in hand. Here it is especially useful to use the work of other painters in support of the children's own work. (This is known as Critical studies.) Successful paint handling

Policy for Art and Design

requires the selection of appropriately sized paper, brushes, thickness of paint and the mixing of media. A pencil drawing is not always the most successful beginning to painting. Paint can produce a subtle watery look or a thick oil-like texture.

Powder paint can be thinned to a watercolour, acrylic to resemble oil paint, and poster paint can be mixed with glue to give a sheer finish, or mixed with sand to give a rough texture.

If we establish a set method of paint and paint handling at KS1 we can ensure a smooth progression into KS2. Children should be given the opportunity to use a variety of paint i.e. powder paint, poster paint, paint mixed with sand, acrylic paint etc. The choice of paint should correspond with the purpose. Children in KS2 should be encouraged to make such decisions. Colour mixing should be encouraged. (white and black to alter the tone).

When children are painting they should be taught the vocabulary to use alongside their work, e.g. shade, texture, long dry strokes. Children throughout the school will be encouraged to explore a variety of brush strokes and use them in their own work.

Three-dimensional work

This is a very important area of activity for children as it offers them the opportunity to work with new materials and solve new problems. The elements of art, in particular form, scale and texture take on a new role and a 3D piece offers the possibility of function as well as the aesthetic (links with Design and Technology).

During KS1 we need to be introducing children to the materials available and letting them explore and experiment, e.g. clay handling “How tall can you make it?” Children should be involved in modelling and constructing and exploring joining materials too.

By KS2 the children’s awareness of the materials should be such that they can plan and select, use and evaluate appropriately. The children working at KS2 should also be introduced to the advanced skills of carving, scoring paper etc.

It is essential that children be taught to use the equipment correctly and safely e.g. the glue gun must be placed on a heat resistant surface; brushes must not be left in water.

When sculpting with clay, it is also important that the children are involved with the process of baking clay using the kiln at school, and a knowledge of why we are doing it.

Printing

Starting Points for Print

(a) Techniques of Printing

Printing from objects such as vegetables, pegs, toothbrushes, cotton reels, anything with a textured surface.

Point out to the children that only the raised surface will print. Explore this.

Printing is a reverse process.

Printing provides repetition of pattern, even though you can change the colour.

Policy for Art and Design

Colour should be applied lightly and evenly; too much makes the print go splodgy!

(b) Reasons for Printing

Developing a first hand observation into pattern and texture.

Abstracting a design from a stimulus e.g. drawing through a viewing square into a print design.

Types of Printing

(a) Collagraphs

All children can produce collagraphs, at their own level. This can be done in pieces, on card using textured wallpaper, materials, straws, string tissue paper.

Once the print plate has been made and everything is secure, cover the WHOLE plate with watered down PVA glue to seal it and to allow the ink to be 'pushed off' the materials.

When the plate has dried, it is ready to print with.

- You need: rollers; one large; one small. Small is wet, large is dry. Roller tray, inks, spoons, plenty of newspaper, newsprint to print on to.
- Use the ink sparingly! Roll out the ink with a small roller; you should get a 'sticky' noise if the proportions are right. Next ink up the plate. Plate to paper. Dry roller to push the ink onto the paper.
- Burnish with the back of a spoon to get a good quality print.

(b) Lino

Can be used as one plate; or can be cut into pieces. Can be used to print one colour, but it is best to develop a colour change sequence.

Two problems arise!

(i) What you cut out will be the colour of the paper or the first colour you printed.

(ii) Re-registering - getting it in the same place. The first can be explained and demonstrated, the second can be helped by:

- a) having the paper the same size as the plate
- b) having a point of register on the plate.

Same technique as for collagraphs to print.

Safety is paramount. Hand behind the blade for cutting at all times.

Screen Printing

This is a sophisticated print technique, suggested for older children only. A stencil is placed over the screen and ink is pushed over the screen with a 'squeegee'.

Each stage must be allowed to dry before attempting a change of colour.

Two things to remember:

- 1) too much ink will spoil the print
- 2) colour changes must be registered accurately.

Stencils are best cut from thin card to prevent tearing.

Inks can be left out for a while, unlike paint, but everything must be washed up thoroughly. Resources to be kept in the stock cupboard and on the art trolley.

Policy for Art and Design

Textiles

All textile work involves the use of scissors. It is important, therefore, to teach the children how to use them to get the best cutting strokes, neat edges and how to use them safely. Areas of textile work should be experienced at KS1 and then built on in KS2.

Weaving

(Coloured and shiny paper, cellophanes, wallpapers, yarns and threads)

Weaving cards can be used or other objects, which make suitable looms (these can be found in the Art trolley).

Printing: In simple terms, print with printing inks onto fabric using objects or printing blocks. Screen print on to fabric (KS2).

Collage: There are boxes/bags of assorted fabrics.

Stitching & Embroidery: The sewing trolley provides much of what is required for this. It is very important: to teach the children basic skills: needle threading, choosing a suitable length of thread, and finishing off; and to introduce stitching technique i.e. discrete stitches as opposed to contrast stitching.