



LATCHMERE
ACADEMY TRUST

Art & Design Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"

INTRODUCTION

“The arts are intrinsic components of human culture, heritage and creativity. They mirror the whole repertoire of human experience, and are worthy of study in their own right. It is difficult to imagine a world without arts with no drawing, music or painting for example. Few, if any, cultures are without these elements”.
(OFsted 1998).

Art makes an important contribution to the curriculum. It provides an outlet for children’s creativity and a form of visual communication which allows the child to explore many aspects of topic work. Each child is given equal access to all activities. They are introduced to art of masters and discuss the importance and value given to art from all cultures and environments. Children are encouraged to appreciate and evaluate their work and that of their peers. Children’s artwork is valued for its uniqueness and they seek to foster work of quality. Art is an important feature of a holistic education: the fostering of creative thinking and developing the capacity to imagine, invent, design, plan, experiment, problem solve, review, modify and enjoy.

AIMS

1. To use the National Curriculum (2014) Key Stages One and Two as a basis for the scheme of work.
2. To encourage the natural abilities that each child possesses.
3. To help each child acquire a visual vocabulary which covers the specific elements of line, tone, texture, pattern, colour, shape and form.
4. To stimulate and develop each child’s imagination and sensory expression.
5. To develop each child’s capacity to learn about and observe the visual world.
6. To teach the steps necessary in developing a skill and the purpose for which it might be used.
7. To help each child recognise and experience a range of different art forms.
8. To develop each child’s ability to articulate and communicate ideas, opinions and feelings about his or her own work and that of others.
9. To recognise a variety of major works and artists and understand their significance.

OBJECTIVES

We use both a topical approach and discrete art teaching time to deliver the National Curriculum. The termly topic provides a rich source of ideas for Art. Art activities are linked to other subject areas or used to teach and reinforce knowledge and understanding. A balance of experience in all the processes needs to be given in each year group and activities planned at the appropriate level. Art is integrated into the whole curriculum and is always put in a meaningful context.

Planned activities ensure that children are given access to:-

- teacher-directed learning activities planned for continuity and progression.
- self-directed or negotiated activities with the opportunity to work at their own pace, making choices about the content and direction of their work.
- undertake a balanced programme of art, craft and design which clearly builds on previous work and takes account of previous achievement.
- work individually, in groups, and as a whole class.
- make appropriate use of information technology.
- work in two and three dimensions and on a variety of scales.
- make observations of the natural and made environment.
- gather and select materials to stimulate and develop ideas.
- understand work of artists, craftspeople and designers e.g. ceramics, photography, sculpture, textiles, architecture.
- review, modify and evaluate their own and others' work.
- visit art galleries and museums e.g. Kingston Museum, Stanley Picker Gallery.
- have contact with artists and designers.

A balance of the following processes over Key Stages 1 and 2 will ensure that the aims are achieved. The teacher will ensure:-

- equal access of opportunities is offered.
- organisation of areas for practical work.
- organisation of tools and equipment.
- organisation of water and cleaning facilities.
- arrangement and use of display areas.
- SEN children are identified and supported.
- Health & Safety requirements (see appendix 1).
- Planned activities from schemes of work.

PERSONS RESPONSIBLE FOR IMPLEMENTATION OF THE ART & DESIGN POLICY

- Head of School
- Art Subject Leader
- Individual class teachers

RESOURCES

A selection of basic resources for artwork is kept in classrooms. Specialist resources for artwork are stored in the Art Room. The quality of these needs to be maintained so that the children value the school's resources and gain full benefit from them.

There are many kinds of resources for art:

1. Equipment and Organisation of Art Resources

- Non-consumable items of equipment and materials should be accessible and clearly labelled.
- Consumable materials require economic use and storage.
- Thorough cleaning and tidying at the end of activities should be seen as an important skill to be developed from nursery age.

2. Display

- Wall and 3D display space should be found.
- Examples of children's work and other artists' work as well as photographs, artefacts and natural objects should be present.
- The effect should provide stimuli for further work as well as show that children's art is valued.
- Use of IT.
- Portfolio showing good practice and successful displays.

3. Human Resources

- Children.
- Parents.
- People in the local community.
- Museum / gallery staff.
- Artists in residence.

4. Resources for different kinds of art and design.

- Resources From Home
- Collections Of Artefacts And Natural Forms
- Books / Postcards/Posters
- Art Materials / Textiles
- Computer Draw And Paint Programs
- The school buildings and grounds
- The local environment
- Visits to galleries / museums

5. Time – essential for quality and depth of work.

- Make links across the curriculum.
- Offer insights about other people and how they have tackled similar work.
- Provide opportunity for discussion – critical assessment of children's work.

- Provide opportunities for written work.
- Encourage children to make collections themselves – classify, order, select.
- Encourage research.

ASSESSMENT, RECORDING AND REPORTING

Teachers evaluate at all times and should do so in art teaching. Assessment derives from the nature of the activity. Time should be set-aside in art lessons to question and discuss with children the learning involved and positively evaluate the work produced. Teacher assessment through observation and discussion with children should inform planning of subsequent art activities.

The end-of-unit expectations provide broad descriptions of achievement within each unit and helps teachers decide where a child's progress differs markedly from the rest of the class. To "audit" this procedure an 'annual overview' enables teachers to see whether all areas are being addressed.

Each child will be provided with a sketchbook at the beginning of Year 3 for use throughout Key Stage 2. This will provide evidence of the working process and use of a variety of media.

Children's intrinsic satisfaction is often reward for positive achievement in art. Children should also be rewarded as they would in other curriculum areas. Displaying artwork carefully is one way of rewarding children's efforts.

The development and spread of ability can be seen on both display boards and 3-dimensional display space around the school.

Children's achievement and progress in art will be reported at the end of each academic year.

DIFFERENTIATION

Children will be given opportunities to undertake artwork individually, in pairs, in groups and as a whole class. Children will often be making an individual response to a whole class or group stimulus / task. Art activities essentially require a personal response, so for many activities a child will be able to respond at their own level within the group.

Children who experience difficulties with artwork could be helped in the following ways:-

- Given extra help and guidance by the teacher or a teaching assistant to reinforce learning skills and concepts.
- Given further opportunities to practise, using appropriate tools and equipment.
- Given extra encouragement by working in a smaller group with the teacher or a teaching assistant.

- Given opportunities to work on a group project with more able children so as to enable them to experience success and satisfaction.

Children with outstanding artistic abilities could be encouraged by:-

- Attending Art Club.
- Providing opportunities for them to develop their ideas further.
- Introducing new media, skills and concepts.
- Setting specific problems for them to resolve that require a more disciplined response.

Some children may experience difficulties learning the “language” of art and this may hinder their ability to describe and evaluate their work. A “visual vocabulary” could be reinforced in other curriculum areas.

Safety: In a practical activity such as art, it is not possible to remove all risks. However, it is important that children are well supervised and learn to use equipment with due care and respect and wear protective clothing where necessary. (See appendix 1).

CONCLUSION

Art and design flourish in stimulating learning environments where there are visual resources to study: natural forms, artefacts and art, real and in reproduction. High quality accessible tools and materials invite participation.

Appendix 1

Note: The general teaching requirement for health and safety applies in this subject.

Health & Safety Education DES August 1991

10.18 Art contributes to health and safety education by enabling pupils to become aware that there are potential hazards to health in the use of certain materials, substances, tools and machines. Pupils' enjoyment of the subject may be hampered when matters of health and safety are not given proper attention. In a practical activity such as art, it is not possible to remove all risks and hazards. The important consideration is that pupils should be carefully supervised, in rooms where active learning is well managed and where they can learn to work in appropriate ways. At present, whilst there are several useful manuals about safety in schools generally, there is no concise document which focuses on safety in art education. We have written to the Department of Education and Science suggesting that a short publication on this issue would be of great value to schools.

10.19 In primary schools, although there are many art activities which are considered harmless, it is important that pupils learn to use items of protective clothing such as overalls, aprons and gloves and, on occasions, goggles and masks. Protective clothing is always needed when sawing, filing, carving, varnishing, spraying (using inks or aerosol) and handling clay and hot wax (for batik). There are a number of other tools which are potentially hazardous such as scissors, knives and lino cutters and their suitable storage is as important as their sensible and safe use.

The layout of the working environment is important in reinforcing safe practice. If the school has a designated space or room for art, it is important that areas for working, display and storage are clearly defined. Materials and tools should be labelled and instructions displayed on walls and other surfaces. Plastic containers should be used instead of glass jars or bottles. The same principles apply to the art area or corner in the classroom. Care should be taken also when setting up activities and when clearing away.

Pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and culminative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks.