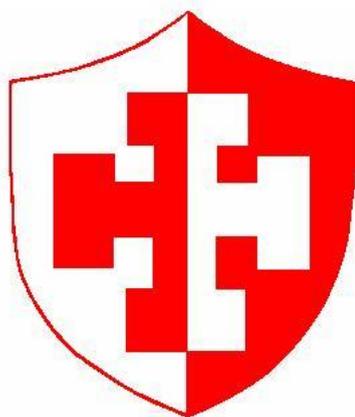


PREES C.E (CONTROLLED) PRIMARY
SCHOOL

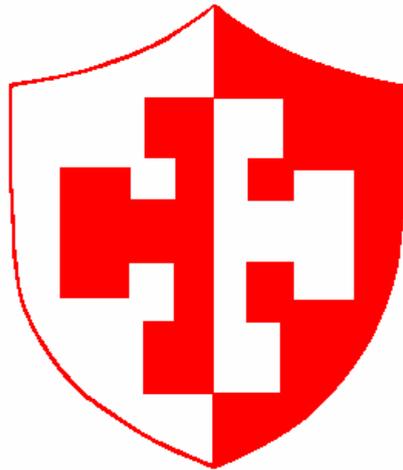


Art and Design Policy

**Prees CE School
Our Mission Statement**

Christian values are the foundation upon which Prees C.E Primary School is built.
St Chad's church is at the heart of our school and the wider community.
The cross of St Chad symbolises our link through the ages to the cathedral
of our
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace,
forgiveness and self-control, to enable our children to develop into the
people they are meant to be.



Believe and Achieve

Art and Design

The provision of art and design at Prees C.E Primary School is designed to challenge the abilities and aptitudes and aims to motivate the child to express their own ideas through creativity.

Purpose

The purpose of this document reflects the school's values and philosophy in relation to the teaching and understanding of Art and Design. It sets out a framework for the teaching of art and design, giving guidance in planning, teaching and assessment.

Audience

The document is intended for all staff, teaching and support staff, with classroom involvement, school governors with a responsibility for monitoring the curriculum. It is available to LA advisors and supply teachers on request.

Purpose of Teaching Art and Design

The aim of teaching art and art is to provide visual, tactile and sensory experiences to stimulate unique creative responses to the world in which they live.

It aims to develop pupils 'understanding of colour, form, texture pattern and their ability to use materials and processes to communicate what they think, see and feel

It provides opportunity to explore with pupils ideas and meanings in the work of other artist, craftspeople and designer, and to help them learn about their different roles and about the functions of art, craft and design in their own lives and in different cultures.

It aims to help pupils to learn how to make thoughtful judgements and decisions based on knowledge and aesthetical understanding and become actively involved in shaping environments.

(National Curriculum for England and Wales)

The Teaching of Art and Design at Prees Primary School

Throughout their academic life pupils at Prees Primary School will experience a vast range of different techniques and mediums.

They will learn and develop skills in different areas of art through first-hand experience working alongside professional artists.

The pupils should be encouraged to take control of their own learning and extend their knowledge through exploration and investigation.

The aims of Art and Design at Prees Primary School are:-

- * To encourage a positive self-image to give every pupil confidence to deal with events and problems as they occur
- * To provide a range of aesthetic experiences
- * To ensure that each pupil reaches his/her potential
- * To develop pupils' pleasure and confidence in art and design
- * To understand the basic elements of art and design
- * To develop an awareness of visual symbols to convey ideas and feelings
- * To explore different techniques, tools and modes of manipulation
- * To experiment with different media
- * To develop powers of observation and description
- * To develop an appreciation of design and pupils' own design ability
- * To work collaboratively with others as well as individually
- * To value and respect their own art work and that of others
- * To develop a respect and understanding of the visual art of different cultures.

Learning Environment

Classroom Organisation

The organisation of activities is at the teacher's discretion according to the availability of materials and planning. It can be carried out individually, as a small group, as large group or as a whole class activity.

Provision should be made for the varying learning styles — auditory, visual and kinaesthetic and supported through use of ICT, examples or pictures and visiting artists.

Organisation of Time

As a flexible subject with many cross curricular opportunities art lends itself to many possibilities.

Planning for art and design is provided in the long and medium term plans.

Organisation of Lessons

Art and design at Prees Primary School is organised into a scheme of work based on the EYFS Curriculum and the National Curriculum programme of study and follows the long term plan for the school.

These schemes of work are designed to develop the key learning skills of:-

- * Communication
- * Application of number
- * Information technology
- * Working with others
- * Improving performance
- * Problem solving
- * Thinking skills
- * Information processing
- * Reasoning
- * Enquiry
- * Creative thinking
- * Evaluation

Learning Outcomes

EYFS

During EYFS pupils will have the opportunity to develop creativity and imagination

through activities

designed to explore colour, texture, form, shape and space in two and three dimensions. They begin to

explore and investigate the visual tactile and sensory qualities of materials and processes. They begin to use colour and shape. They begin to investigate and explore the use of pattern and texture to represent feelings and ideas.

Key Stage 1

During Key Stage 1 pupils will have the opportunity to develop their imagination and creativity further. Through investigation making exploring and developing ideas pupils develop a knowledge and understanding of:-

- * The visual and tactile and sensory qualities of materials and processes and being to understand and use colour, shape and space, pattern and texture to represent their own ideas and feelings.
- * They focus on the work of other artists, crafts people and designer by asking questions like:
 - o What is it like?
 - o What is it made from?
 - o How is it made? What do I think and feel about it?

Key Stage 2

At Key Stage 2 art and design develops the pupil's creativity by building up on their knowledge, skills and understanding of materials and processes by providing more progressive activities. The pupils' experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and a wider world.

Through art and design pupils:-

- * Improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to say what they see, think and feel.
- * They increase their awareness of the roles and purposes of art and design in different times and cultures by commenting on works and asking questions like:
 - o What is this work about?
 - o Why was it made? What is its purpose?
 - o What visual and tactile elements were used?
 - o How are they combined and organised?

- What materials and processes were used?
- How do these match the purpose of the work?
- When and where was it made?
- What do I think and feel about it?

Single Equalities Plan

(To be read in connection with the Safeguarding Policy, Child Protection Policy and the Health and Safety Policy)

SEN

Differentiation for art and design activities especially for pupils with learning difficulties and inclusion will be the responsibility of the teacher through tool, task and outcome.

A,G and T

Pupils identified as gifted and talented in the field of Art and Design will be provided with further development of their skills and achievements through liaison with the schools co-ordinator for the Able Gifted and Talented.

Sustainable Development

At Prees CE Primary School we are committed to preparing pupils for a lifetime of sustainable living through teaching and its day to day practices. Sustainability is therefore promoted through teaching of art and design.

Raising Standards

Display

In order to demonstrate an appreciation of art and design work done by the pupils should be displayed effectively to enhance and celebrate their achievements (see appendix 1 Display).

Assessing Progress

EYFS through the Early Learning Goals and the National Curriculum through the attainment target levels give a progressive indication of the progress expected of the child through their primary school life. Assessment will be done by:

- * Observation
- * Discussion

- * Reflection through the pupil's sketch book

Sketch Books (see Appendix B)

Pupils from Year 1 onwards keep a sketch book as a working documentation of their exploration of materials, investigation and development of ideas besides showing links with other subjects.

Photographic evidence and highlighting areas covered will be undertaken by class teachers/teaching assistants during the course of the term.

Scrap Books

Pupils from Year 1 onwards will keep scrapbooks to showcase their final pieces of art work.

Reporting to Parents/Carers

Parents/carers are informed of their child's progress formally in the spring term through the child's report. However they may wish to discuss skill/ability any time with the class teacher at such time an appointment should be sought with the teacher.

Resources

Materials for developing artistic skills whilst pursuing cross curricular subject are available in the art cupboard. Should any materials be unavailable they can be ordered through the art coordinator. (See 'Art' in the orders folder on the staff server.)

Art and Design and ICT

ICT — throughout school there are a number of programs designed to enhance the provision of art and design.

Role of Art and Design Subject Co-ordinator

- * To lead by good example in terms of good classroom practice
- * Advise colleagues about the planning and teaching of art and design

- * To monitor the implementation of the schemes of work for art and design
- * To monitor the standards of teaching and learning of art and design throughout the school
- * To annually order consumable art stock and monitor its use in terms of replacing depleted stock during the course of the year
- * To continue to maintain and develop art resources to meet the teaching and learning of art
- * To continue to develop the 3D work of the art curriculum
- * To continue own and staff professional development by attending courses, disseminating information and running inset
- * To ensure staff use tools safely and appropriately with children
- * To ensure that pupils' work both 2D and 3D is effectively displayed in classrooms and communal areas and are regularly updated
- * To review/update the policy
annually

Health and Safety

It is the teachers' responsibility to ensure a safe working environment. The safety of the teaching environment should be reviewed regularly. When working with tools, equipment, materials in practical activities.

- * Pupils should be taught about hazards and risks and about risk control
- * They need to be taught to recognise hazards, assess consequent risks and take steps to control risks
- * They need to use information to assess the immediate and cumulative risk
- * They need to be taught to manage their environment to ensure the health and safety of themselves and others

Appendix 1: Display

Why do we display?

- * To influence the way pupils feel about their environment — to encourage, care or show respect for it
- * To convey standards values and high expectations
- * To celebrate the achievements of all pupils
- * To support teaching and learning
- * To inform others about the work on going in school
- * To improve the quality of the environment

Displays should aim to:

- * Communicate ideas and information clearly
- * Stimulate interest and questioning
- * Celebrate pupils' work
- * Respond to the interest of the pupils
- * Reflect the general ethos of the school.

When planning a display it is useful to know what type of display you want to produce.

- * A **stimulus** — to arouse interest in a theme or concept to encourage discussion and elicit responses from pupils and adults about the theme or topic. These displays are mainly set up by adults and as such should be hands on to encourage the children's enthusiasm for the subject
- * For **information** — to inform or introduce knowledge or provide summaries and reinforcement
- * **Interactive** - an opportunity for pupils to explore and examine for themselves through sensory experiences. To ask questions about how things work and why things happen
- * **Show finished work** and pride in their achievements

- * **Table top** displays provide opportunity for further exploration on a particular subject.

These categories are not exclusive and often displays include aspects of all.

DISPLAYS SHOULD INVITE SOME KIND OF INVOLVEMENT EVEN IF IT IS NOT INTENDED TO BE TOUCHED.

Preparation

It is important to prepare boards properly before starting i.e. removing old staples etc. as these can snag on new paper and spoil the effect they can be very painful when caught by a hand smoothing out new paper.

Things to consider when displaying work

- * Accessibility and height
- * Labelling
- * Composition/quantity
- * Safety
- * Length of time the display is meant to be in place

Backing paper, plain poster/frieze paper generally but texture paper and wallpaper can also be effective as can wrapping paper.

Display Techniques (Suggestions not school policy)

If it is the intention to read the work the pupils have produced then the work should be displayed flat on a horizontal plane so that it can be appreciated properly.

Trimming

Trim down close to the drawing or painting — encourages the eye to focus in.
Rewrite the pupils' name clearly.

Mounting

Un-mounted work can look good if there are strong contrasts, closely trimmed

work and a strong title. It needs to be arranged in strong clusters or sets with close even spaces between to look professional.

Lettering

Simple cut out letters.

Different sizes of cut out lettering draw the eye to key issue and notices — thin edge to large letters look effective.

Painted titles, printing, magazine cut outs wrapping paper

Lettering cut from experimental sheets such as marbling or other types of printing can look effective.

Arrangement

Avoid dotting pictures about. Aim for balance and even spacing. Borders can be used effectively as part of the display.

Use of Colours

- Black and white look effective and are easily available.
- Grey is subtle and clean especially for historical projects.
- Earth colours fade very little — work sympathetically with natural work, feathers and shells.
- Bright red/yellow/black glow for fire colours and sunsets create an exciting display area.

Colour schemes to create different effects

- * Red, yellow, orange and gold — a range of rich glowing colours.
- * Blue, pink, purple and silver — colder range that work well together.
- * Blue, grey, white and silver — a cool range suggesting a wintry theme.
- * Purple, pink, burgundy and silver — a rich group of strong colours.
- * Red, green, white and gold — a traditional Christmas colour scheme.
- * Black, silver, red, grey and white — dramatic colour scheme ideal for silhouettes
- * Brown, yellow, white and gold - a warm mellow group of colours.
- * Green, blue, white and silver — a crisp fresh group.
- * Yellow, blue, white, gold and silver — a contrasting and striking group of colours.

Appendix B: The use of Sketch Books

At Prees C.E Primary School the pupils are currently introduced to sketch books from Year One. Pupils should develop a range of approaches to using their sketch book. These books are at present in the form of a plain page A4 book.

The purpose of the sketch book is to provide a place for pupils to:-

- * Store ideas and notes and selected materials for reference
- * For recoding visual information.
- * A place for reference as they develop ideas.
- * To work out ideas plans and designs
- * To work on techniques and skills.
- * As an on-going record of their learning and achievement which can be used to further their ideas and understanding.

These might include:

- * To keep a visual record of their observations made from first hand sources such as interesting objects, plan form, buildings and people. Pupils should develop and practise the skill of drawing from observation on a regular basis, so that they can increase and sustain their concentration.
- * To record personal responses to their experiences and their environment — a way of communicating ideas, feelings and interests.
- * As an ideas book where they explore possibilities and alternatives based on their own ideas and imagination. These may be quirky, odd or impossible and may not necessarily be realised.
- * To analyse the methods and techniques used by different artists, craftspeople, and designers.
- * For visual and other notes, including personal comments about artists, craftspeople and designers about their particular works that interest them that they study in school and on visits to museums and galleries and exhibitions.