

Policy for Art.

"Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality."

(Quentin Blake, Children's Laureate)

Art and design stimulates creativity and the imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

Art is a practical subject but one in which the theory now makes a significant contribution. Children are being asked to respond to the work of artists, to discuss, compare, contrast, reflect, judge, comment etc., and to use that response to inform their own work.

Art in the National Curriculum has unique characteristics, it places an emphasis on developing visual literacy, it introduces specific technical skills. There is a need to teach skills but these must be appropriate to the age and ability of the child. It is wise not to over emphasise the acquisition of technical skills as this might inhibit self expression.

Observation becomes important as do harnessing memory and feeling in order to express and communicate ideas in visual form. Much has been written recently about encouraging observation as a starting point. Though important, this approach should not precede work from pure imagination.

It also requested that children work with a variety of materials and that the suitability of those materials is not only the decision of the teacher. A confident approach here will be possible when a child understands the potential of the materials he / she is using and is happy with his / her achievements.

At St Giles we aim to provide a stimulating and safe environment; displays which invite children to look, question, discuss and comment etc. Teachers are responsible for the displays in their classrooms which can have any curriculum area on view. The hall and entrance boards are approached by rota to allow each year group a different size and type of display area.

Differentiation and progression are two vital elements to consider when planning. The National Curriculum requires the children to "undertake a balanced programme of Art, Craft and Design which clearly builds on previous work and takes account of previous achievement". Thus it is important for us to acknowledge the work children have done before and how well before planning the next step.

At St Giles we use the QCA scheme of work as our basis for work in art and design at key stage 2. This is an optional scheme of work and we will use as much

or as little of the material as we wish, amending, adapting, adding or reducing to meet the needs of our children in our school.

As with any other child, it is the teachers' responsibility to support the child with Special Education Needs experience success and feel a sense of achievement in Art. For these children it may be necessary to look at a range of support methods enabling full access to the Art Curriculum. Teachers will need to consider how children with learning difficulties will make progress in Art and how children with emotional / behavioural difficulties can express themselves through Art activities. Portfolios are an ideal way of keeping the evidence of notes, sketches and investigations and completed work. Children should also be involved in judging their own work

Aims.

- The main aim for St. Giles staff is to provide an art education which allows our children to develop their potential confidently by extending them socially, emotionally, intellectually and physically.
- To emphasise the importance of planning which takes account of previous work and its achievements.
- To ensure children are involved in a balanced programme of art, craft and design.
- To stimulate children's creativity and imagination by providing visual, tactile, and sensory experiences and a unique way to understand and respond to the world.
- To develop children's capacity for exploration and experimentation.
- To enable children to have many opportunities to work with a range of materials to work in 2D and 3D on a variety of scales safely.
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To encourage the use of language specifically for Art so that children may develop their ability to react thoughtfully and positively
- To reflect the ethnic diversity of the school.
- To develop children's ability to give opinions and constructive criticism about their own and others work.

- To help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.
- To explore with children's ideas and meanings in the work of artists, crafts people and designers, and help them learn about their different roles and functions of art, craft and design in their own lives and in different times and cultures.
- To provide a stimulating school environment.
- To promote art as an enjoyable activity.
- To meet the requirements of the National Curriculum.

Art is a foundation subject. There is one attainment target which integrates both practical and theoretical aspects of the subject.

The elements of art.

The elements of art are -

- line
- shape
- colour
- tone
- pattern
- texture
- form

These are the basis of any "investigation " or "making". They need not be taught separately, several elements maybe be present in any one activity. Children need as many opportunities as possible to explore these elements as they form the skeleton of any art work.

Line

This is a basic element of expression and communication it can be used to suggest volume, define shape, add tone, detail and pattern.

Shape

This is the outline of an object. There are always two shapes present, the shape within the object; the shape outside. Shapes can be constant, geometric, or chaotic

Colour

Colour can be thought of as a way of seeing. Interpretation depends on the individual. Colours can be changed or modified.

Tone

Tone refers to the degrees of light and dark in sketches. Tone can give solidity i.e. a 3D form in a 2D image.

Pattern

Pattern can be seen in both man made and natural objects. Pattern is visually attractive and can have mathematical and scientific links, religious symbolism too. Pattern involves regularity and repetition.

Texture

Texture is solely associated with touch. Feeling is an important part of early learning. It is a sensory experience and for some children with special educational needs is a vital way of accessing thoughts and feelings.

Form

Form has 3 dimensions. It can be suggested in 2D by the use of tone.

Art history

It is not necessary for the teacher to be an expert in Art history. It is not important for the children to know exact dates and the lives of each artist. What is important is that the right questions are asked and that children begin to develop a 'broad overview'.

Questions might include

- When do you think it was painted?
- Why do you think the artist painted it?
- How has artist used colour?
- What techniques have been used?
- Is it realistic or is it an abstract?
- What is the sculpture made of?
- What do you like / dislike about it?
- Is it beautiful, ugly, imaginative?
- What materials / techniques did you use?
- Has your piece a name?

Knowledge of particular artists' styles and groups of artists can be presented to the children in several ways.....

- different styles of art with the same theme (faces, children, flowers gardens, landscape etc.).
- evaluate one individual piece looking at style and techniques used to aid own work.
- several works by the same artist.
- groups of artists in the same movement (impressionists, cubists).

If a period in art; an artist or style can be linked to topic work this is encouraged but it is not necessary.

The special contribution that Art makes to the curriculum.

Art is a world of discovery. At the centre of the art experience lies the discovery of how materials are reshaped and reformed.

It is a means of expression. The children can display an emotional response to their activity. They can respond to their own and to the work of others.

It is a means of communication. The children can:-

- make marks
- draw diagrams
- prepare plans
- write
- organise displays
- illustrate
- record

The children are able to use a variety of materials.

- paints
- textiles
- markers
- clay
- model making materials
- found materials

Through Art children can develop manipulative skills:-

- cutting
- sticking
- stitching
- moulding
- shaping
- transcending
- arranging

Through Art children can develop observational skills, enhancing concentration, the ability to be able to compare, contrast and express.

Art activities allow children to analyse what they see and do; Ask questions about artists and their works, discuss techniques & express preferences and give reasons.

Art can be used as a starting point to initiate learning through other areas of the curriculum.

Art activities are enjoyable. They give personal satisfaction.

Art therefore is not just a service subject which is designed to provide illustration for the other area of the curriculum. Children are entitled to have access to the skills, materials and ideas that Art can promote. Visual literacy is a vital part of child's education.

The role of the subject manager.

- To be a model of good practise in his / her own classroom.
- Attend courses to develop / broaden own knowledge and understanding.
- To influence and enthuse colleagues.
- To keep up to date with current developments through courses / reading / contacts etc.
- To disseminate information from courses attended, literature read and current developments.
- To recognise where growth and developments are needed.
- To monitor and evaluate art in the school.
- To work alongside colleagues (provide support, demonstrate techniques, skills etc.).
- Assist in the long term and short term planning.
- Develop the school policy.
- Take a leading role in preparing schemes of work for year 3 - 6.
- Develop assessment for art throughout the school.
- Liaise with K.S.1 and K.S.3
- Be responsible for organising, purchasing materials and resources. Know budget constraints.
- Organise visits to galleries, museums and workshops.
- Assist colleagues in supporting pupils with SEN and able pupils and children with English as a second language.
- Ensure access to the curriculum for all children.

Continuity and progression.

It is necessary to build on previous work and to develop skills, experience and ideas. It is important for us in the Junior School to know what has been taught previously at K.S.1 and what the children will be taught when they move into K.S.3. Every effort will be made to liaise with our K.S.1 and K.S.3 schools to discuss the progression and development of our children in art. Primarily this will be the responsibility of the subject manager.

Art and design in the national curriculum clearly sets out the expectations at each key stage. They are based on Level 2 being the expectation for the majority of the children at the end of key stage 1 and Level 4 being the expectation for the end of key stage 2.

The QCA Scheme of work that we have decided to undertake at St. Giles ensures the skills and techniques taught, vocabulary used and activities engaged in clearly build on previous work and achievements. Each year group has units of activities most suitable to the age and ability of children being taught. The scheme can be further developed with the needs of our children in mind..

The long and medium term planning follows the QCA scheme and activities are planned by the year groups themselves with support / advice from the subject manager when required. This planning is kept in teacher's own files.

Art and children with special educational needs.

As teachers we are all aware that the curriculum must be accessible to all children. When planning our activities we consider how children can best be supported and challenged in order to reach their potential. We should therefore not only include activities to support children but also extension activities to enable the more able child to develop also.

When planning art activities consider:-

- arranging for support staff to assist particular children.
- working with particular children for a significant amount of time.
- using a range of materials.
- providing simpler techniques for individual children where appropriate.
- having available a range of reference materials to cover a range of reading ability.
- planning completely different tasks for different children.
- allowing different time targets for completion of work.
- adapting tools and equipment.
- providing an emphasis on a tactile approach if required.

For the small number of pupils who may need the provision, materials may be selected from earlier or later key stages where this is necessary to enable individual pupils to progress and demonstrate achievement.

Organisation.

Each teacher at St. Giles is responsible for teaching Art to their class. Each year group has a trolley with painting materials (paints, palettes, brushes, water pots, newspaper, art shirt.) each year group is responsible for keeping it tidy.

Art materials are stored on in the Art cupboard (poster paints, chalk / oil pastels, chalk, charcoal, acrylics, markers sponges, candles, wax crayons, water colours, inks etc.) This is the subject managers' responsibility to keep tidy and stocked.

A variety of paper is stored in the work room. (sugar, tissue, card, cartridge, crepe etc.)

Art literature is kept in the Art Area. These include background information on artists, styles of art for teacher to use and postcards, posters and A4 prints. There is also a comprehensive selection of Art books in the main school library for children's use.

Activity ideas and the Art and Craft magazines are kept by the subject manager, all available to colleagues.

All Art work completed is kept in large paper portfolios to remain in the portfolio for that year for evidence of progression and evaluation at the end of the key stage.

Sketch books are used as a record of ideas thoughts, observational sketches and plans etc.

Children work individually, in pairs or small groups.

Health and safety.

During Art activities we as a staff take the utmost care to ensure the health and safety of our children.

Scissors:

Round ended scissors are used for the majority of cutting work in art as they can be used independently. Sharp ended scissors are used under teacher guidance. Fabric / large scissors must be used only by adults. It is important to remember that scissors are used for their intended purpose and that they are kept clean and free of glue.

We have a small stock of left handed scissors. Safety snips are stored in the Technology cupboard and can be used independently for thick card and plastic. Encourage the proper carrying and passing of scissors / snips.

Glue:

St. Giles stocks PVA and pritt stick. Both are used independently and small pots are stored in classrooms. Remember to wear art shirts as the glue will harden on clothes if not washed off immediately.

Glue gun:

We have purchased a small glue gun intended for independent use. However it is wise for child to be fully supervised whilst working with the gun.

Clay:

All clay purchased is entirely suitable for independent use. Art shirts are recommended to be worn to protect clothes from initial staining. However it does wash off. Tools are kept in the Art cupboard

Paint:

The powder paint used does not stain but it is still recommended that art shirts are worn. Some redimix carries warnings about the paint staining however we do try to purchase washable paints.

All art materials which are accessible to children are kept at low level. A stock of art shirts are available in each year and it is recommended they are worn for all activities.

Spillages:

These must be wiped up with cloths / paper towels immediately.

Everything must be cleaned thoroughly and returned to the appropriate place at the end of an art lesson.

Assessment.

As the National Curriculum for art and design is designed for flexibility assessment should be as straight forward and as simple as possible. Ideally it should be kept to a minimum. It should give appropriate information to enlighten the present and guide future planning and teaching decisions.

The learning outcomes in each unit show how children might demonstrate what they have learnt. The work the children do will serve as a record for classes working on each unit. Therefore it is not necessary to make detailed records for each child in relation to the outcomes. Each unit has an " end of unit expectation". These provide "broad descriptions of achievement" and should help us to decide where a child's progress differs greatly from that of the rest of the class.

Each child at St. Giles has a "Portfolio"(Large paper folder) Into it they put all their plans, designs, paintings, sketches, textile work (is manageable) and photos of 3d work etc. for that year.

Each child also has a sketch book in which they collect their observations, thoughts, designs etc. This book continues through year 3 to year 6 with the child.

Resources

The following materials, tools and equipment can be found in the Art area or work room (subject to availability).

Work room

□ Art Area

Papers:-

- Drawing cartridge A2
- kitchen paper
- Kraft paper (Brown wrap)
- Disco paper (Bright sugar) various colours
- Sugar paper A3 various colours
- Newsprint
- Cellophane rolls various colours
- Crepe paper various colours
- Tissue paper various colours
- Sticky paper 100mm 200mm
- Card (pulp board) A4 White thin
A4 White med.
A4 Col. Thin
A2 various colours
- Foils rolls

Adhesives:-

- PVA
- Pritt stick
- Blu - tac
- Plastic spreaders
- Masking tape
- Sellotape

Art cupboard

Paint:-

- Powder various colours
- Colour blocks various colours
- Ready mix various colours
- Poster paints various colours
- Brushes various
- Watercolours

Print:-

- Inking rollers
- Printing blocks - various

Graphics:-

- Pencils 2B 3B 4B 6B 6B (Sets)
- Graphic sticks
- Charcoal
- Chalks
- Pastels
- Oil pastels
- Wax crayons + chublets
- Pencil crayons
- Felt tips med. large
- finelines
- Water soluble painting pencils
- Drawing boards
- Fixative
- Erasers

Construction:-

- Clay
- Clay boards
- Clay tools
- Rollers
- Art straws
- Mod - roc
- Newspapers Papier mache / Rolled
- Lollipop sticks
- Match sticks
- Plasticine
- Wire
- String
- Junk various

Textiles:-

- Large pieces of fabric for display
- Binca
- Felt squares
- Hessian
- Net
- Sponge
- Cotton prints / plain offcuts
- Embroidery threads

- Yarns various
- Sequins, beads, feathers

Inks:-

- Waterproof inks various colours
- Ink pens

Miscellaneous:-

- Marbling inks
- Fabric paints
- Batick wax, saucepan, rings
- Magazines
- Fabric crayons
- Staple gun staples
- Drawing pins, needles, fabric pins
- Weaving looms, cards, knitting needles
- Guillotine (general use)
- Scissors
- Material scraps, sawdust, cones etc.
- Buttons, beads, pasta

Stimulus:-

- Mechanical parts various (tech room (annex))
- Natural objects eg. cones, rocks, shells, bark etc.
- Bottles, jugs
- Baskets

Art and design in the national curriculum clearly states that.....
"When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils should be taught..

- a. about hazards, risks and risk control.
- b. To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- c. To use information to assess the immediate and cumulative risks.
- d. To manage their environment to ensure the health and safety of themselves and others.
- e. To explain the steps they take to control risks.

