

A Curriculum Policy for Art and Design

Deal Parochial CEP School



Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being **the best that I can be**.

Policy Statement

Children who learn to look DISCOVER.

Children who learn to look learn to QUESTION.

Children who learn to look begin to UNDERSTAND.

Looking leads to the ability to express responses visually, verbally, technically, literally, factually and personally.

Looking leads to spiritual, scientific and historical experience.

Looking leads to comparison and discernment.

Direct experience strengthens meaning and leads to expression.

Looking through drawing prolongs looking.

Looking encourages concentration

Looking absorbs, calms and sensitises the child.

Learning Now, the Cambridge Experience

Aims and Objectives

This would be achieved through looking at, handling and talking about works of art and artefacts, through evaluating own work and the use of an art-based vocabulary.

- to enable children to become visually literate, to encourage the use and understanding of art as means of visual and tactile communication
- to develop skills, both creative and technical so that children can develop their ideas and produce artefacts.
- to develop imaginative and original thought and encourage experimentation.
- to nurture and develop children's enthusiasm for and enjoyment of this curriculum area.
- to nurture and develop the child's capacity to learn about and observe the world in which they live, both locally and globally.
- to develop children's ability to express and communicate ideas, opinions and feelings about their own work and that of others.
- to develop in children the ability to value the contribution made by artists, craftspeople and designers and to respond thoughtfully, critically and imaginatively to different ideas, images and objects from this and other cultures.

Curriculum Organisation

Art and design is part of the area of learning '*Understanding the Arts*'. Music, dance and drama also form part of this area of learning. They share the following key skills:

- Explore
- Create
- Improvise
- Present
- Evaluate

Children will develop their knowledge, skills and understanding through activities set out in teachers' topic planning. Each year group will cover progressively more complex aspects of the main areas- drawing, painting, printing, sculpture and textiles. At least one session a week, or an equivalent number of hours over the course of a half term, will be devoted to the teaching of discrete art skills. A series of lessons, or hours, may be followed by a session where skills and techniques are applied.

Children will use sketchbooks for skills work and reference throughout Key Stage 1. They will then get a new sketch book to be used throughout Key Stage 2

Children will have the opportunity to visit art galleries and/ or local artists, during their 7 years at Deal Parochial CEP School.

Children's artwork will be celebrated through class and school displays. They should be given the opportunity to discuss and arrange displays of work within the classroom.

Continuity and Progression

Children will build upon their existing knowledge to ensure continuity and progression, and this will be evident in the planning for each year. The development of skills in the different aspects of this curriculum area will be evident in the subject coordinator's folder and in the sketchbooks of children as they move through the school.

Sketchbooks

Children will be encouraged to develop the habit of using their sketchbooks (or visual diary) for:

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,
- working out ideas, plans and designs,
- reference – as they develop ideas for their work
- looking back at and reflecting on their work, reviewing and identifying their progress.
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Sketchbooks will move through each Key Stage as the children progress from one year to another. The sketchbooks will contain no mounted end-pieces.

Time Allocation

Each year is allocated an hour a week for art teaching. Staff have the flexibility to adapt this as necessary.

Resources

Each shared area will have paint, paper, brushes and glue. Other resources will be stored in the 2 art cupboards in the corridor. Teachers are responsible for returning stock to appropriate areas. Teachers should inform the coordinator if specific resources are required, in time to allow for ordering. In addition there is a selection of books in the library.

Teaching and Learning Strategies

Throughout the key stages children will experience working individually, in groups and as a whole class. They will be given opportunities to develop the skills taught to them. They will begin to use and explore a range of media. They will be learning to plan and develop their ideas and to compare and discuss styles of works of art including their own. Teaching will be led through:

- careful planning incorporating progression
- practical demonstration of skills
- the setting of challenging activities
- encouragement and further development of experimentation
- purposeful discussion and comparisons of works of art and children's own work

Contribution to other areas of the Curriculum

1. Promoting SMSC

Through the Art curriculum taught at Deal Parochial CEP School, children will have opportunities for: Spiritual Development - through exploring ideas, feelings and meanings and to make sense of them in a personal way in their own creative work, and to make connections with others, as represented in works of art, craft and design.

Moral Development - through helping pupils identify and discuss how artists, craftspeople and designers represent moral issues in their work.

Social Development - through helping pupils to learn to value different ideas and contributions and develop respect for the ideas and opinions of others, and to work on collaborative projects.

Cultural Development - through helping pupils to recognise how images and artefacts can have an influence on the way people think and feel, and to understand the ideas, beliefs and values behind their making.

2. Promoting Key Skills

Communication – through the exploration of and recording of ideas, notations of research and evaluations of work completed or processes used, etc.

Application of Number – through the use and development of pattern and pattern networks, aspects of size, enlargements, working in 2 and 3 dimensions, etc.

ICT – through the exploration of key elements in art based packages, through researching aspects of this subject using CD Roms and the Internet, etc.

Working with Others – through working in collaboration with other individuals in small groups or collectively as a whole class or year group on projects, etc.

Improving pupils' own learning and performance – through discussion, analysing visual and other information, building confidence and belief in oneself and others, reflecting and evaluating their own and others' work and planning ways to develop their own work further, etc.

Problem Solving – through the manipulation of materials, processes, skills; adapting ideas, investigating, experimenting, designing and making art, craft and design, etc.

3. Promoting other aspects

Thinking Skills – through encouraging the asking and answering of questions, exploring and developing ideas, collecting and organising visual and other information and using this to develop their work, investigating possibilities, reviewing what they have done, adapting or refining their work, and making reasoned judgements and decisions about how to develop their ideas, etc.

Enterprise and Entrepreneurial Skills – through encouraging the willingness to explore and consider alternative ideas, views, preferences, to develop self-confidence and independence of mind etc.

Work-related Learning – through broadening the understanding of what an artist, craftsperson and designer is and what they do.

Education for sustainable development – through the development of knowledge and understanding of the role of art, craft and design in our lives, etc.

Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will 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 cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk

Staff should be aware of the County guidance on Health and Safety, manufacturers' advice on the products they use and other information as circulated.

Equal Opportunities: Inclusion and G & T

At Deal Parochial CEP School we aim to provide effective learning opportunities for all pupils in this curriculum area. Every child should have the opportunity to experience success in learning and achieve as high a standard as possible, whilst recognising the pupil's learning needs.

The art curriculum is available to all children regardless of gender and cultural background. A wide variety of art is used from different cultural traditions. These are used to support and give examples of different artistic styles and techniques.

We welcome art from different religious traditions in order to further understanding, both of the religions themselves and the importance of art in various aspects of life.

Children with educational needs will have the same access to art, craft and design. It may be necessary to adjust and differentiate the art curriculum for those with specific difficulties. It is, however, our belief that these children often experience success and satisfaction through art activities. Art is a means of communication, not bound by written and spoken language, and enables pupils with special needs of all kinds to develop a capacity for self-expression.

At Deal Parochial School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

School and Community

As a school, we should be alert to opportunities to develop links within the locality. We seek to encourage people with special talents to work within the school.

Assessment, Recording and Reporting

The Art Coordinator is building up photographic evidence of standards, linked with the NC Attainment Targets for Art, covering the areas that make up the Art Curriculum.

These illustrate the achievements of 'working towards', 'achieving' and 'working beyond' levels and illustrate the progression within the school and should be used comparatively by staff when making judgements and writing reports.

The sketchbook provides insight into the skill processes as taught by the curriculum and should be considered alongside end pieces in making any judgements.

Class teachers complete foundation subject assessments on a termly basis relating to key skills.

Professional Development

This will be recorded within the Coordinator's File and will include any Art inset any member of the staff attends (including support staff).

Arrangements for Review

This Policy will be reviewed every two years; or earlier if there are significant changes. In the first instance this will be in the Summer Term 2011.

C Cremin

Art Co-ordinator

Summer Term 2010

APPENDICES

Appendix 1 - Art & Design Vocabulary

Not level specific. Children gain a growing understanding of the following terms:

LINE

Lines are used to:

- Delineate shapes
- Indicate volume
- Describe
- Make patterns
- Express emotions

They can be:

- Bold or sensitive
- Angled or curved
- Soft or hard

SHAPE

Shapes can be easily recognised and immediately understood. They can form symbols. They can be 2 or 3 dimensional.

FORM

Shapes 'form' an object whether this is done in modelling work or illusionary through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work.

COLOUR

Can be used to convey feelings, emotions, atmosphere, moods and ideas. Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.

TONE

Tells us how much light and dark can be seen. Tone can help to suggest volume or depth.

PATTERN

Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.

TEXTURE

Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this in 3D work.

Appendix 2 - Progression in Art & Design Techniques

Level	Techniques
1	<p>Drawing</p> <ul style="list-style-type: none">• Using images and symbols to name and describe feelings and ideas.• Representing familiar objects as a 'schema' by combining shapes.• Drawing confidently from imagination.• Combine schematic and observational approaches.• Add detail to artwork. <p>Painting</p> <ul style="list-style-type: none">• Exploring the tactile and visual qualities of a paintbrush.• Combining materials and tools and enjoy finding out how to achieve different effects.• Mixing paints from a limited range. <p>3D</p> <ul style="list-style-type: none">• Exploring materials.• Joining simple objects together.• Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects.• Adding colour, pattern and texture to objects. <p>Textiles</p> <ul style="list-style-type: none">• Sorting, matching and naming different materials.• Exploring materials to see how they are made.• Using joining processes such as tying and gluing.• Weaving on simple frames for different effects.• Using paints, dyes, crayons and other media to make individual and group designs on textiles. <p>Printing</p> <ul style="list-style-type: none">• Using objects and basic tools and equipment to make patterns and images. <p>Collage</p> <ul style="list-style-type: none">• Using cut and torn papers and other materials to make simple patterns and images.• Recognising that materials look and feel different, choosing the most suitable materials for an effect. <p>ICT</p> <ul style="list-style-type: none">• Using film and photography, graphics, and video and photo-editing software.

Level	Techniques
2	<p>Drawing</p> <ul style="list-style-type: none"> • Observing and recording the shapes, patterns and textures found in objects. • Working in a combined schematic and observational way with confidence in placing objects. • Using drawing as the starting point for work in other media as well as in its own right. <p>Painting</p> <ul style="list-style-type: none"> • Showing control in the use of colour • Understanding that paint is used in different ways for different effects. • With guidance, adding detail to work. <p>3D</p> <ul style="list-style-type: none"> • Working on a larger scale when appropriate. • Showing sufficient control to join and manipulate materials for the purpose intended. • Showing a developing understanding of the qualities of the materials used. <p>Textiles</p> <ul style="list-style-type: none"> • Joining, positioning and manipulating materials with some independence. <p>Printing</p> <ul style="list-style-type: none"> • Working with a range of processes, controlling materials and tools. • Using printing to illustrate and explore ideas, commenting on what is done. <p>Collage</p> <ul style="list-style-type: none"> • Mixing paper and other materials with different textures and appearances. <p>ICT</p> <ul style="list-style-type: none"> • Using film and photography, graphics, and video and photo-editing software.

Level	Techniques
3	<p>Drawing</p> <ul style="list-style-type: none"> • Representing objects with correct proportions. • Observing how shape, colour and tone can be used to describe form. • Using observational drawings as opening studies for more developed work. <p>Painting</p> <ul style="list-style-type: none"> • Working in stages using different materials for particular effects. • Making some independent decisions about colour. • Beginning to understand and identify complementary colours and warm and cool colours. • Speaking about the emotional impact of colour. <p>3D</p> <ul style="list-style-type: none"> • Taking part in extended activities through different stages. • Working independently with a wider range of materials. • Requiring less support when selecting materials and tools. <p>Textiles</p> <ul style="list-style-type: none"> • Developing more control over the making process. • Collecting materials and ideas for work and experiment with materials before using them. • Using more advanced printing and dyeing techniques, combining different processes. <p>Printing</p> <ul style="list-style-type: none"> • Approaching work in stages to use simple processes to make more complex designs. • Developing work from initial studies and investigations. • Understanding how printing differs from other art processes and how it is used in different cultures. <p>Collage</p> <ul style="list-style-type: none"> • Using collage to explore wider art themes. • Returning to work using a range of techniques to develop the final image. <p>ICT</p> <ul style="list-style-type: none"> • Using film and photography, graphics, and video and photo-editing software.

Level	Techniques
4	<p>Drawing</p> <ul style="list-style-type: none"> • Using line, tone and texture to represent objects in three dimensions. • Spending longer periods of time on more challenging activities, concentrating on particular views of objects. • Using tools, such as viewing frames, effectively. • Using drawing as part of the investigation process and presenting work well in a sketchbook. <p>Painting</p> <ul style="list-style-type: none"> • Developing painting skills as parts of work that include initial studies and investigation. • Controlling brushes and materials with confidence. • Adopting a systematic approach when mixing and applying colour. • Using a good vocabulary of art terms related to colour concepts such as opacity and transparency. <p>3D</p> <ul style="list-style-type: none"> • Using a similar range of materials as at earlier levels but with an increased sensitivity and control. • Using more advanced materials like wire and plaster. <p>Textiles</p> <ul style="list-style-type: none"> • Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting. <p>Printing</p> <ul style="list-style-type: none"> • Using a number of colours built up in a sequence. • Using precise repeating patterns by creating accurate printing blocks. <p>Collage</p> <ul style="list-style-type: none"> • Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) • Experimenting with ceramic mosaic techniques to produce a piece of art. <p>ICT</p> <ul style="list-style-type: none"> • Using film and photography, graphics, and video and photo-editing software.

Level	Techniques
5	<p>Drawing</p> <ul style="list-style-type: none"> • Depicting shadows and reflections using light and shade. • Combining different pressures and shading techniques. • Developing a personal style. • Choosing appropriate techniques to convey meaning or atmosphere. <p>Painting</p> <ul style="list-style-type: none"> • Include texture gained through paint mix or brush technique. • Show well developed control is to achieve effects. • Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere. <p>3D</p> <ul style="list-style-type: none"> • Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. • Making models on a range of scales that communicate observations from the real or natural world. • Producing sculptures that are well proportioned. <p>Textiles</p> <ul style="list-style-type: none"> • Displaying precision in work. • Combining a range of sewing printing, dyeing and joining techniques to good effect. <p>Printing</p> <ul style="list-style-type: none"> • Choosing the appropriate materials on which to print to suit the purpose. • Using drawings and designs to bring fine detail into my work. • Combining printing techniques within one piece of work to create impact and effect. <p>Collage</p> <ul style="list-style-type: none"> • Choosing the most appropriate materials to fit the purpose. • Conveying a definite theme that is apparent to any viewer. <p>ICT</p> <ul style="list-style-type: none"> • Using film and photography, graphics, and video and photo-editing software.