



Safeguarding

Threemilestone Primary School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

Threemilestone School **Art and Design Policy 2016**

The staff and learners at Threemilestone School have an enthusiastic approach to Art and Design.

We believe that this area of the curriculum can encourage learners to:

- Enjoy being creative;
- Explore their own environment;
- Be more sensitive to, and aware of, the world around them;
- Use and explore different media, tools and processes;
- Develop practical skills and techniques in order that ideas can be expressed artistically;
- Enjoy studying artefacts and works of artists from different places, times and cultures, and understand them;
- Value, assess and appreciate their own art work and art work produced by other artists;
- Develop their observational skills;
- Develop a visual vocabulary;
- Explore and express their own ideas and feelings and those of others and try to understand them; and
- Develop their imaginations and personal creativity.

We believe that Art and Design can be used to support and enhance many aspects of the curriculum, but as a foundation subject, the skills and subject matter need to be taught in their own right.

Art and Design has an impact on many areas of life, and for many learners, it can enrich learning experiences and contribute to understanding.

“Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality” (Bridget Riley)

Planning

We use topic based planning following a set of comprehensive skills separated into topics based on the Scottish Borders Scheme of Work. These have been adapted to suit our school and fit the current curriculum.

In EYFS and KS1, these are broken down into year groups and, in KS2, we follow a rolling programme where skills are covered over Y3/4 and Y5/6. The skills are broken down into drawing, painting, sculpture and supplemented with other art and craft skills such as collage, printing, 3D, fabric and ICT. This ensures that children progress to more advanced work as they move through the school.

Throughout Key Stage 1, children are also given opportunities to:

- use a range of materials creatively to design and make products;
- explore colour, pattern, texture, line, shape, form and space; and
- learn 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.

Throughout Key Stage 2, children are also given opportunities 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;
- create sketch books to record their observations and use them to review and revisit ideas;
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; and
- learn about great artists, architects and designers in history.

Across the school, we also allow children time to:

- Respond to art and artefacts; and
- Evaluate and develop their work.

Coverage of the skills through topic work increases cross curricular learning and understanding, and is aimed at making the subject matter more inspirational.

Art projects are often planned for a term at a time, so that progression and continuity can be monitored. However there are some blocked units that allow children to develop their skills, ideas and understanding through more intensive art work.

We value the artistic heritage intrinsic to our geographical location and trips to places of artistic significance are sometimes planned to enrich art projects.

Equal Opportunities

See School Equality Policy and plan

High Ability

Those children who are identified as being particularly talented artists are offered the opportunity to participate in art days or special projects (e.g. City of Lights) led by an artist each year, in order that they can benefit from the expertise of a “specialist”.

Role of the Co-ordinator

The coordinator will:

- access plans in advance of teaching and monitor these to ensure that skills are being taught throughout the year;
- organise and coordinate the City of Lights workshops and art days for the talented artists within each class;
- organise creative activities as part of “Creative Week” for the whole school and assign each child to different workshops throughout the week;
- provide advice to teachers as required;
- disseminate information, new ideas, competitions and contacts as appropriate;
- ensure that displays around school are maintained;
- store support materials to aid teaching art and design; and
- place stock orders and monitors centrally held materials.

Some consumable materials are ordered by individual class teachers as required from their classroom budgets.

Spiritual, Moral, Social and Cultural aspects:

There are many topics that lead to exploring the style of art and culture of different countries. Children are encouraged to express their preferences of different styles they study. Details like fashions and designs can be identified from works of art, showing geographical and historical difference.

ICT

There are programs used to support Art at both key stages. These include simple work from ‘Paint’ based programs to more complex photo editing software. Interactive Whiteboards are used to display appropriate art work downloaded from the internet.

The digital cameras and iPads are used to gain an instant record of work carried out as well as for helping children explore their art and ICT skills.

Safety

Children are taught how to use equipment safely and effectively. They are given the opportunities to work in cooperation with others and individually. Teachers are aware of the risk assessment guidelines for safety in Art and Design. When artists or sculptors visit the school for one off projects, individual risk assessments are carried out when appropriate.

Assessment

The assessment of art allows learners the opportunity to evaluate work produced by themselves and other people. Teachers can measure pupil progress and give them constructive feedback in order that their learning develops further.

There are three main types of assessment in Art and Design, each of which is important to the progress made by the learner.

- Self -Assessment – pupils consider their own work and use their evaluations to improve and develop their work.
- Peer Assessment – pupils consider the work of their peers and offer constructive and sensitive feedback.
- Teacher Assessment – teacher offers constructive feedback. Teacher may observe a learner working, discuss a piece of work with them or examine finished pieces of work.

Children's work is valued and shared with others. This may be during a plenary session, when children are encouraged to discuss, reflect upon and evaluate their own and other people's work, or by displaying their finished work.

Each learner from Y2 upwards uses a sketch book for their day to day art work for experimentation. All children have a folder which they add to once a term, throughout their school career. This provides a record of a child's artistic progression and makes a precious document at the end of their primary school career.

We also have a portfolio of work from across the school being displayed on the school website.

Ratified at Full Governors Meeting: 15 March 2016

Date of next review: March 2019