



**Richard de Clare
Community Academy**

**Art and Design
Policy**

Reviewed:	Summer 2020
Next review date:	Summer 2023

Aim

At Richard de Clare Community Academy, we believe that art is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

The school's aim is to provide an art and design curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

'Children may be literate in the usual sense of the term, but development of visually sensitive or literate children is a fundamental reason for doing art... Artists invent, imagine and analyse, as well as apply colour, sculpt and assemble things. But all these activities contribute to what educates children artistically by making them literate in a particularly visual way.'

Rob Barnes 'Teaching Art to Young Children' 1987

Curriculum content and planning

To achieve that aim the school plans a range of activities in art and design which provide opportunities, as required by the National Curriculum for Art and Design, in conjunction with the 'Essentials' curriculum designed by Chris Quigley for pupils to develop;

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations convey insights and accentuate their individuality
- The ability to communicate fluently in visual and tactile form
- The ability to draw confidently and adventurously from observation, memory and imagination
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media
- An impressive knowledge and understanding of other artists, craft-makers and designers
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected
- The ability to reflect on, analyse and critically evaluate their own work and that of others
- A passion for and a commitment to the subject.

They will achieve this through developing an understanding of the use of the eight art elements as outlined in the National Curriculum: line and shape; colour and tone; pattern and texture; form and space.

The role of the Art and Design Coordinator

The art coordinator will:

- Promote art and design
- Review regularly the school's art scheme of work and policy, to ensure that they meet the requirements of the National Curriculum, that they are accessible and familiar to all staff, and to ensure that they are modified to reflect any changes, for example new resources or expertise, within the school
- Be a source of reference for colleagues, and ensure that they are aware of new developments in art
- Keep up to date on developments in the teaching of art and attend professional training when appropriate
- Coordinate (as appropriate) the provision of a range of high quality resources
- Monitor continuity and progression in art and design, by consultation with colleagues and observation of pupil's work
- Monitor the provision of resources for art
- Have an overview of teaching art and design in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.
- Lead training to support the teaching of art: the development of a scheme of work; the development of skills; the development of an understanding of the place of art in children's learning
- Disseminate information about current available in-service training
- Give guidance on procedures for assessment and recording consistent with the school's assessment policy
- Support less confident colleagues.

Teaching

Whilst art and design will, at times, be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art and design. These activities will take account of children's previous experience in art and specific needs within the class. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils at the outset of each lesson.

Progression and continuity

Progression and continuity are ensured by reference to the whole school curriculum map, and by each educator's awareness of the activities they should be presenting to their pupils and how these build on the previous art and design experience of their pupils. The Art and Design Curriculum is a progressive map encompassing all the National Curriculum elements and Key Stage 'Milestones' outlined in the Chris Quigley 'Essentials' scheme.

Assessment and recording

Assessment procedures are followed which relate to the school's overall policy for assessment, and to the end of Key Stage Descriptions for National Curriculum Art and Design. Each child's progress is recorded systematically and provides guidance for future learning,

Special needs and equal opportunities

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

Resources

A range of basic resources for drawing, painting is available in each class. Less frequently used resources are provided as the need arises. Books to support learning about artists, designers and craftspeople are available in the school library. The school has a range of natural and made objects from a range of cultures for use as a stimulus for work from observation and imagination. When

appropriate the school uses outside resources, such as gallery visits and visits to the school by artists and craftspeople to support pupil's learning in art and design.

Display and presentation

The school recognizes that care in the effective display and presentation of pupil's work has a positive effect on pupil's learning and on their respect for the subject. The school has a separate policy for this.

Health and Safety

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

Particular care needs to be taken with following:

Plaster of Paris

Plaster of Paris is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form and texture.

However, Plaster of Paris when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands or any part of their body in the mixture as it hardens. This can cause severe burning.

When mixing the plaster with water it is advisable to use a stick rather than the hand, and for those children with skin allergies it is advisable that they should wear Nitrile (non-allergenic) gloves.

This process should be used only with adult supervision.

Plaster of Paris is of course used for setting fractured bones but in such cases it is never put in direct contact with the skin. In addition, it is used in relatively thin layers so the heat can dissipate.

The use of Mod-roc, (plaster impregnated bandage) to construct masks and sculptures may be used under adult supervision. This material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream.

Craft knives, saws and other sharp tools

Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the school's Health and Safety Policy.

Review procedures

The school's art and design policy will be reviewed every three years or when:

- A new coordinator is appointed
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety, for example

Review Date: Summer Term 2023