



KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	Art and Design	
Date Written:	Jan 2020	
Date Updated:		
Updated By Who:	Leah Howard	
Policy Originated from:	Kingsnorth Primary School / Aquila	
Date To Be Reviewed:	Jan 2022	
Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

Kingsnorth...the best days of OUR lives!

Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and the Diocese of Canterbury..

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

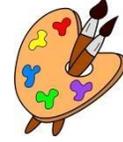


Inclusion and Equal Opportunities

This policy should be read while referencing our school's Single Equality Scheme. All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



Art and Design Policy



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

Quentin Blake

We actively encourage our children to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas. Teaching should ensure that 'investigating and making' includes 'exploring and developing ideas' and 'evaluating and developing' work. 'Knowledge and understanding' should inform this process.

Aims

In teaching Art we aim to:

- enable children to become visually literate and understand that Art is a form of communication, exploring a range of different artists and mediums.
- enable children to use a wide range of media to communicate ideas and feelings.
- nurture and harness creativity and acquire and develop a range of skills and techniques through the use of A3 portfolios.
- develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing....there is no 'right' or 'wrong' in art!
- enable children through observation to learn about the world around them
- help children learn about the role of art, craft and design in their environment and take inspiration from it
- enable children to become independent in the planning and reviewing of their work
- enable children to develop their full potential confidently and independently.



Objectives

We will endeavour to meet our aims by working in the following ways.

- Ensuring objectives are clear through medium term planning, using subject organisers and BIG questions to ensure coverage and an end goal.
- Ensuring Success Criteria are discussed and agreed with the children.
- Ensuring Equal Opportunity.
- The gradual introduction of a range of materials and techniques and ensure time for the exploration of the potential and limitations of each.
- Introducing sketch books at Key Stage 1 to plan and evaluate work as appropriate to the individual
- Working at a variety of skills, individually and as part of a group, and in both two and three dimensions.
- Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
- Using artist studies, memory and imagination as starting points as well as developing work from direct observation.
- Allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit.
- Providing the opportunity for contact with the work of other artists and designers from a variety of times and cultures.
- Teaching children specific information e.g. artistic elements (colour, tone, shape, pattern, line and texture) and skills as appropriate.
- Pupils collecting resources (year 2 upwards) and ideas from which to develop artwork and recording this in their portfolios, which travel up the school with them.
- Encouraging older children to plan, evaluate and re-visit their work.
- Using display to set standards, show individuality and celebrate the children's achievements and successes.
- Linking Art and Design activities to other areas of the curriculum as often as possible.
- Seeking to ensure that all staff continue professional development.
- Monitoring the quality of provision regularly.
- Provide children with the opportunity to gain qualifications in Art through Arts Award.



Art and Design Activities in School

Drawing - using a range of tools and media, i.e. sketching pencils, charcoal, marker pens, fine drawing pens etc. and in a variety of sizes and from observation, memory and imagination.

Painting – using a range of paint i.e. acrylic, poster, watercolours.

Collage and mixed media – on a variety of surfaces.

Print making – using a range of materials on a range of surfaces.

Fibres and fabrics - textile representations: *sewing, weaving, dying, batik*

3D work - clay modelling materials i.e. wire, papier mache re-usable materials such as wood

Large scale work - collaborative work for internal and external display using a range of tools and media. Cross Curricular links where possible displayed in school.

Using works of art - to inspire and inform

Using ICT resources - digital cameras video cameras when appropriate software programmes.

Roles and Responsibilities

The Head Teacher will be responsible for:

- reporting to the Governors about any monitoring that has taken place
- developing the monitoring policy
- supporting the Art and Design Co-ordinator
- allocating the budget

The Art and Design Co-ordinator will be responsible for:

- reviewing the coverage of the curriculum and ensuring that the objectives are being met through monitoring of the termly subject organisers. Constructing subject SIPs and Action plans.
- ensuring that there is progression through the school
- ensuring the effective teaching of Art and Design throughout the school
- auditing, organising and purchasing Art and Design resources
- offering support and advice on possible teaching activities to all staff



- informing staff of relevant courses etc to encourage personal professional development

Class Teachers will be responsible for:

- including effective Art and Design teaching activities in medium term plans on their subject organisers.
- setting clear objectives, success criteria and assessing pupil's work
- collating pupil's work in portfolios

Delivery of Art and Design

Teachers are expected to employ a range of teaching strategies and use their professional judgement to decide on the most effective and appropriate one to enhance learning.

Links with Other Curriculum Areas

Art links with most other subjects and should be used as a means to support and record knowledge and understanding, i.e. paint a picture to show what you know about the Fire of London.

ICT is used to support Art and Design through Graphics software and the use of effects when producing photographs taken with the digital cameras. ICT should be used to inform about the life, techniques and impact of artists at both a local and global level.

Resources and Resource Management

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources.

An audit to enable the updating and replenishment of the Art and Design resources available in school is regularly carried out.

If a member of staff wishes to request specialist resources for their class they should speak to the Co-ordinator at the beginning of the term.

Health and Safety

Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of Health and Safety are not given



proper attention activity. It is not always possible to remove all risks and hazards. The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways.

It is important that children learn to use items of protective clothing such as overalls, aprons and gloves. Protective clothing is always needed when varnishing, spraying (using inks or aerosols), handling clay and hot wax. There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use.

Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task. Safety measures are necessary to the following: electricity; heat (water, steam and other substances); slippery surfaces, whether floors or working surfaces. (Taken from Health and Safety Education – Art for all ages 5-14)

Assessment, Record Keeping and Reporting

The children will be assessed through a range of activities including:

- observation
- discussion
- writing [when appropriate]
- practical work