

Art and Design Policy

1 Aims

1.1 At Bonner we want all children to enjoy a rich variety of art experiences and activities. We aim to provide opportunities for pupils to observe and learn about the world they live in; to develop creative and technical skills and the ability to articulate and communicate ideas and feelings about their own work and that of others. Each child should be given the opportunity to become visually literate and to value the contribution made by artists, craftworkers and designers of many kinds, from many cultures, from the past and present. It is vital that children are given opportunities to comment on and interpret a range of artistic works, articulating their personal responses and drawing parallels.

1.2 The school aims to provide a variety of stimuli, contexts and experiences which will allow children to learn, explore and achieve in art and design.

2 Curriculum Requirements

2.1 The National Curriculum for Art and Design was updated in September 2014. Along with a 'mission statement' it lists the expected content for KS1 and KS2. The expectations are specific, but leave considerable flexibility of method and context.

2.2 Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Key stage 1 Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key stage 2 Pupils should be taught 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. Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

3 Content

3.1 Children will be offered opportunities to experience a range of starting points,

including themselves and their own experiences, natural and man-made objects and materials and different environments. They will learn about the visual and tactile elements and have opportunities to use a range of materials and processes. The children will meet the work of a variety of artists, craftspeople and designers through photos, prints, artefacts, visits to galleries and through first-hand experience of working alongside various artists.

4 Planning

4.1 The expected attainment outcomes for each Key Stage, as laid out by the National Curriculum, are incorporated into each year group's medium-term planning. Each half-term plan contains a bank of "I can" statements which correspond to NC requirements, building on previous skills and experiences. Art lessons cover a range of skills and produce works and projects in accordance to a topic or in a cross curricular manner. This is a strength of Bonner's Art & Design offering; high quality artworks are borne out of other subjects such as Religious Education, Computing, Literacy and History etc.

5 Assessment

5.1 Teachers continuously monitor and support each child's progress over the year. The understanding and successful application of new techniques is assessed as the lesson or unit continues. Teachers are not expected to keep detailed records of each child's progress in relation to the learning outcomes, although brief notes may prove useful. At the end of the academic year, each class teacher articulates the child's individual progress in the end of year report. A summary of each project undertaken is given, combined with personalised comments on the child's attainment.

5.2 Work samples should be shown to the next teacher to aid continuity and progression. A teacher who notices a child's progress differing markedly from the rest of the class needs to let the next teacher know.

6 Displays

6.1 Displays of children's work should be high profile and of a high standard. Children are encouraged to show their work in whole school assemblies and are given opportunities to discuss their approach. Over time, all children should have some work selected. Children should learn display skills themselves, mounting their own work and contributing to decision-making through class discussion. A teaching assistant is presently employed to collect work and produce corridor displays.

6.2 A significant contribution to artistic display at Bonner has been triggered with the Creative Literacy project of 2017. Previously empty or underused wall space will showcase large displays containing a range of artistic techniques. A joint initiative between Art and Literacy, the displays explore a text that each year group has studied. The aim is for these displays to hang for years rather than months; a degree of maintenance is expected as time goes on, along with additions to the body of work.

7 Resources

7.1 Each classroom should have a basic stock of materials for:

Drawing - pencils, pens, felt tips, coloured pencils, erasers

Painting - a variety of brushes, paints, water pots mixing palettes.

Paper- variety of types and size.

7.2 The Multi Purpose Room house a variety of additional items: printing trays, ink and rollers, paints and papers of various hues, tools and other equipment.

A range of art materials are ordered regularly by the office staff. Specialised art materials are ordered by the co-ordinator as required and specific materials needed for Enrichment activities can be ordered from the Enrichment budget.

A variety of posters, postcards, picture packs, textiles and artefacts reflecting different cultures past and present are also available in the Multi-purpose room. There is also a selection of reference books on techniques, visual elements, artists and display ideas. Inset will be organised where possible to meet the needs of the staff.

8 Role of the co-ordinator

8.1 Regular checks on medium term plans are carried out to ensure curriculum coverage. Work surveys are carried out twice per academic year, holding each class's evidence against the criteria of the National Curriculum. Detailed feedback and suggestions are given to teachers as part of the cycle of feedback and improvement.

8.2 The co-ordinator leads regular staff INSET sessions. These include - but are not limited to - teaching of a particular artistic skill, relaying of curriculum updates and news and implementing of topical initiatives, for example the 2107 Creative Literacy project.

8.3 The continual replenishment of general and specific artistic stock is also managed by the co-ordinator. Through forecasting and regular liaison with teachers, project-specific resources and materials are either ordered personally or signed off.

8.4 The co-ordinator will be available to informally discuss ideas, activities and resources with the staff.

Reviewed by: Hilary Pask

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