



“Always try your best to be your best”.

A Statement of Policy for the Art and Design Curriculum

Introduction

At Lacewood Art and design stimulates children’s creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children also learn to make informed judgements and aesthetic and practical decisions, whilst developing their individual creativity. They explore ideas and meanings through the work of artists and designers and through learning about the roles and functions of art. They also can explore the impact it has had on everyday life and that of different times and cultures through cross-curricular links within our whole school long term plan.

Values

‘The arts can help students become tenacious, team-orientated problem-solvers who are confident and able to think creatively.’

(Arne Duncan 2015)

At Lacewood we strongly believe appreciation and enjoyment of the visual arts enriches all our lives.

Aims and Purposes

- Enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- Develop creativity and imagination through a range of complex activities;
- Improve the children’s ability to control materials, tools and techniques;
- Increase their critical awareness of the roles and purposes of Art and Design in different times and cultures;
- Develop increasing confidence in the use of visual and tactile elements and materials;
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, on a local and global level.

Organisation

Role of the Co-ordinator

The role of the co-ordinator is to:-

- Take lead in policy development and to oversee the development of the long term development plan for art.
- Keep up to date with the developments in art.
- Disseminate information to colleagues.
- Collate samples of artwork across school to monitor standards and progress.

Planning

As part of our long term whole school curriculum plan, units of work are linked to other areas of the curriculum in order to enhance children’s understanding and ensure that children see a purpose to their work. Units of work are planned over a yearly cycle ensuring that, during their time at Lacewood Primary school, children experience the full range of opportunities available for art, providing breadth, balance and progression.



“Always try your best to be your best”.

The Art curriculum includes six broad themes shown below:-

 <p>1. Drawing</p>	 <p>2. Painting</p>	 <p>3. Collage</p>
 <p>4. Printing</p>	 <p>5. 3 – D work</p>	 <p>6. Textiles</p>

These themes create many different opportunities for children to express their ideas visually. Within their work pupils develop skills that heighten sensitivity and enable them to experience control of the elements of art – colour, line, tone, texture, form, shape and pattern.

At Lacewood, children are given opportunities to experience different approaches to art, craft and design working individually, in groups and as a whole class alongside their class teacher or visiting artists.

Teaching

Teaching styles utilised for art are those deemed appropriate for the task, in which whole class and direct instruction methods are combined with group or individual methods. Children are encouraged to explore materials, involving first-hand experience wherever possible. Teachers will offer guidance and instruction on skills and processes where appropriate, while also fostering the development of children’s individual creativity.

Materials and resources

Each class has an area where art materials are located. All classes are equipped with the basic tools and materials required for their year group and specialist materials are ordered by class teachers from their own individual budgets, as are required to meet the needs of the curriculum.

Basic Tools List

- Sketching pencils
- Selection of coloured pencils
- Wax crayons
- Paintbrushes (Range of sizes)
- Oil and chalk pastels
- Glue
- Scissors (Class set)
- Sketch books

Assessment and record keeping



“Always try your best to be your best”.

Art will be assessed continuously against medium term learning outcomes and attainment targets. At the end of each year, examples of low, medium and high ability work will be saved for moderation purposes. Individual children’s achievements are reported to parents at the end of the year through our annual report system.

Display and Presentation

All classrooms are colourful and attractive and a positive approach to displays is seen as a means of valuing children’s work and creating a stimulating and interesting environment. Displays always contain a range of exciting work carried out in school and also through homework projects, which are carried out throughout the school year.

Displays vary depending on the theme and the personal style of the teacher, which ensures the school always has a lively, stimulating range of work on display. Rules for display at Lacewood are few in order to promote individual style and flair. These are as follows:

- Work chosen for display is well presented and accurately mounted.
- All displays have a clear, main heading to unite the work and key objective statements within the display to demonstrate the key learning objective children have achieved.
- All displays have written comments from children within the class, encouraging peer assessment.

SEN and inclusion

The whole school policy on equal opportunities will be adhered to in art. In order to ensure that we offer all children effective learning opportunities, we aim to provide work that is of a challenging nature for children of different abilities and aptitudes in each year of each key stage. Work is planned with the intention of motivating children, enabling them to understand and review their learning.

In art activities the differentiation is mainly by outcome, though in cases where pupils have special educational needs, there may be the need to differentiate by task in order to cater for children’s diverse learning needs.

KA/2017