

LANGLEY SCHOOL

ART POLICY

Introduction

Art, craft and design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. All of the children at Langley school are to be encouraged to enjoy and appreciate art, to respond and express themselves creatively to a variety of stimuli.

Aims

Our aim at Langley School is to provide such a model that allows our children opportunities to explore practically and to become increasingly competent in the development of skills, in their knowledge, understanding and use of materials, tools and equipment, and later on, in designing, making and evaluating skills.

Children are:

1. To develop an enjoyment of creative art and see themselves as artists.
2. To be taught the necessary basic skills required to access the art curriculum.
3. To be given opportunities to learn and practise particular skills.
4. To be able to develop and express their own ideas, through art and give meaning to the world around them.
5. To be able to use a range of materials, tools and techniques at a comfortable level for them.
6. Become increasingly independent and confident of their own abilities.
7. To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
8. To develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

Organisation

Art and Design is to be a whole process, although skills need to be taught first in order for this to happen successfully. Art tasks and activities often relate to whatever topic is being studied. Children will be encouraged to develop ideas and practise skills based on real needs, as unless a task is "concrete" and based on what they have already experienced, it will have little meaning to our pupils. In the Early Years Foundation Stage art is covered within Expressive Art and Design and within some aspects of Physical Development (using equipment and materials). Early skills are taught through first-hand, practical, tactile experiences, alongside discussion at appropriate levels and will be an integral part of the child's learning. Children will be taught basic skills necessary to develop and enhance their fine motor work, such as painting, drawing, printing, collage, 3D modelling and cutting. Children are given opportunities to develop their own ideas in art using a variety of materials and tools. Children are shown different techniques that they can use to develop their knowledge of the subject.

Alongside skills based activities, children working on the KS1 curriculum will be introduced to designing and making as a practical activity. They will have first hand experience of using a range of materials, investigating the working characteristics of materials and applying their skills, knowledge and understanding to design and make tasks. They will be encouraged to discuss what they want to do, how they are doing it, and to reflect on and evaluate their design.

Children on the KS2 curriculum will continue to use practical and first-hand experience, but will be introduced to a wider range of materials and skills. They will be encouraged to communicate their own ideas through their designs, draw on a wider variety of resources when planning, becoming more independent in their work and take into account a wider range of needs and purposes when planning and evaluating. Therefore, as our pupils progress through school, they will be given increased responsibility for their learning, increased complexity of task, increased use of skills/tools/applications and a decreasing level of intervention, as appropriate. They will also be given opportunities to work as individuals and in groups of varying sizes (especially in KS2). Paramount, however, will be the importance of working at their own level and support (where needed) is vital. This ensures that our pupils experience success, avoid frustration and progress through school at a rate that is appropriate to them as an individual.

Cross curricular

Due to the nature of Art and Design, the children's learning will have direct links with other curriculum areas, especially Science, Design and Technology, Mathematics and at Langley School, language, as our pupils will be stimulated to talk for a real purpose. Teaching will vary according to age and experience, but may involve weekly lessons, carrying through a theme, skill or idea, or blocks of days/weeks in which an area is fully explored and developed as a "mini topic".

ICT

We acknowledge that ICT enhances children's learning in Art and Design by:

1. Providing additional equipment and tools to help them produce and manipulate images and play with ideas and possibilities for the creative use of materials and processes.
2. Extending the possibilities for recording, exploring and developing ideas for practical work using a range of ICT software and hardware including I-pads.
3. Making it possible for them to share this with others and review and develop their work further.
4. Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers.

Safety

At Langley School, a high degree of attention must be paid to safety, not only in terms of teaching children how to use tools and materials correctly, but also in staff awareness of careful supervision at all times. Some tools will be freely accessible to pupils, some will be used by pupils under supervision and some will be teacher only tools, for example specific cutting tools. Teachers will check all products and tools before use. Children are instructed in the proper use of all equipment in accordance with Health and Safety guidelines. Only non-toxic paints, crayons and glue are used.

Resources

General resources and art specialist resources are stored in the art/music storeroom in the upstairs corridor. Likewise, different sized/colours/types of paper, backing paper, borders, card and paint are also stored in the same room. Paintbrushes, glue, pencils, crayons, pens and scissors are allocated at the beginning of the year and are kept in individual classrooms. An additional stock may be made available during the year when possible.

Entitlement

The teaching of Art and Design within the context of the policy for equal opportunities at Langley School will ensure equality of access to the subject, regardless of race, gender, class or special need. We have a range of specialist equipment to meet the specific needs of left handed children and those with fine motor difficulties.

Assessment

Evidence of pupil achievement will be recorded termly, by way of EYFS profile assessment and p levels, leading to the use of level descriptions as appropriate. These have been expanded to provide clearer guidance when assessing. The Art coordinator will be responsible for monitoring each department's lesson plans, to ensure that a full range of experiences is on offer. There will be opportunities within each Art topic to assess specific skills as well as ongoing informal assessments, such as marking of designs and ideas.

Reporting is done informally in the autumn and spring terms via open afternoons and in the summer term through a Parents' Evening and a written report.

All the schemes of work at Langley are underpinned by the human rights of everyone under 18 years of age as outlined in the United Nations Convention on the Rights of the Child. The relevant articles from the Convention will be referred to as appropriate within specific planning.

Ann Edwards
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