



Horsington Church School

“That they may have life, Life in all its fullness.”

John 10:10



ART AND DESIGN POLICY

RATIONALE

We believe that the experience of learning how to draw, paint and how to design and make images and artefacts is important in its own right. Children will acquire important communication and making skills which will contribute to their learning in other areas of the curriculum. In framing ideas visually, children are able to explore and communicate their responses to, and ideas about, both the real world and imaginary world. In making art, children are able to give form to their ideas and feelings about the world and to make these evident to others.

AIMS

Art and design experiences should:

- develop capacity for imagination, original thought, and experimentation.
- develop in children a visual literacy, to gain in confidence and competence in reading and evaluating visual images and artefacts.
- to enable children to use and understand art as a form of tactile communication.
- develop particular creative and technical skills so that ideas can be realised.
- develop aesthetic sensibilities to enable informed opinions about art.
- develop design capability.
- develop control with tools.
- develop capacity to observe, record and so learn about the world in which they live.
- develop a sense of evaluation of their work and of others, including craft workers and art from different cultures.

OBJECTIVES

- Children should have opportunities to explore and experiment with a variety of media.
- Children should be taught the practical and creative skills to develop their visual perception so that they may be able to express their ideas and feelings, record their Observations, and design and make images and artefacts.
- Children should be taught the different ways that ideas, feelings, and meanings are communicated in visual form.
- Children throughout their work should be taught about visual and tactile elements, including the use of pattern and texture, how colour is applied and experienced,

different qualities of line and tone, how shape, form and space are presented in images and artefacts.

- Children should be introduced to a range of art and craft workers, local, from the past and present, and from a variety of cultures.
- Children should be taught to handle tools well and to be aware of all health and safety implications.
- Children should be given the opportunity to work individually, in groups and sometimes in their class unit, experiencing different approaches to art.

DIFFERENTIATION AND SPECIAL NEEDS

Art and Design will involve the children in a variety of processes which will need a variety of communication skills i.e. speaking, signing, drawing, assembling, making writing, and using I.C.T. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities.

PLANNING

The curriculum co-ordinator, together with the head teacher has the overall responsibility to deliver effective units of study to ensure a balance of materials, skills, knowledge and understanding throughout the Key stages. The key skills are planned in each Key Stage from the Art and Design Schemes of Work. The risk assessment factor will be defined and stated in the planning guidelines. This will need to be shared with all adults working with the children i.e. Teaching Assistants by the member of staff directly responsible for them.

CONTINUITY AND PROGRESSION

Appropriate Early Years experiences for Foundation Stage will be planned to develop areas of learning related to Art and Design, i.e. developing an understanding of how to express their feelings through the medium of paint, developing control over tools. Key Stage 2 will build upon the skills, knowledge and understanding and experiences of working with a variety of materials developed in Key Stage 1. Planning will identify the learning foci to ensure the introduction, consolidation, and development of skills and resources. We monitor continuity and progression through individual self portraits and moderation.

ASSESSMENT AND RECORDING

Evidence will be retained in the school portfolios

A statement of the child's progress will be made in the annual report to parents.

Adopted: April 2001

Revised: October 2005

Reviewed by teaching staff: September 2008

Revised: October 2008

Reviewed: March 2013

Reviewed: March 2017

Reviewed: September 2020

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