

Policy Connections

The Art and Design policy should be read in conjunction with the subject mapping and Schemes of Work for Art and Design, which sets out in detail the aims, learning outcomes, focus for learning and topics for pupils in different Key Stage ability ranges. This policy should also be read in conjunction with the policies for Creative Arts, Display, Design and Technology and Supplementary Guidance for Curriculum Policies (covering Philosophy & Ethos; Connections; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting; and Supporting Learning Beyond the School).

Aims and Purpose of Study

The aims of Art and Design at The Loyne Specialist School are to enable pupils to:

- Experience, experiment with and use colour, form, shape, texture and pattern.
- Explore different materials and processes.
- Respond to and communicate what they see, feel and think, on their own or working with others.
- Value and assess their own and others' achievements in art & design.
- Move from responding to familiar ideas and themes when they start their work, to exploring ideas for different reasons and selecting and using relevant information to help them develop their ideas.
- Develop sensory exploration and the use of a variety of materials and processes, organising visual and tactile qualities and matching these to ideas and intentions.
- Be aware of their own and others' work, describing what they think and feel about their own work, and the work of artists, craftspeople and designers.
- Learn about the place and role of art, craft and design in life today, as well as in different times and cultures.

Teaching and Learning

At The Loyne Specialist School we use a range of teaching and learning styles to deliver the Art and Design framework. We place an emphasis on active learning and focusing on the senses:

- Using materials and resources that pupils can experience and understand through sight, touch, sound, taste or smell.
- Organising different activities to make up for a lack of first-hand experiences e. g. multi-cultural and multi-sensory experiences which may relate to work across the curriculum on festivals, carnivals and celebration.
- Giving pupils first hand experience of current and past influences by investigating artefacts and how they have changed over time.
- Helping pupils to observe and understand natural and made materials and objects in places where, because of visual or multi-sensory impairment or mobility difficulties, pupils are unable to experience incidental learning of the wider world.
- Providing direct art and design experiences through visits to museums, galleries, sites and other multi-sensory establishments.
- Using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world.
- Giving pupils experience of contemporary art and design which combines media in multi-sensory works, such as installations, and uses the viewer's sense of touch, hearing and movement through space.

- Using specialist aids and equipment to ensure all pupils are enabled to access this area of the curriculum.
- Encouraging support from adults or other pupils, but encouraging independence by giving pupils space and freedom to do things for themselves, and allowing time to respond.
- Using alternative activities to make it easier to use tools, equipment or materials.
- Being aware of the pace at which pupils work and of the physical effort needed.
- Balancing consistency and challenge, according to individual needs.
- Using partnerships with other professionals, for example, artists in residence, and young people.
- Including experiences that let pupils at early stages of learning gain knowledge, skills and understanding of art and design in the context of everyday activities.
- Letting pupils experience art and design for themselves, at first, for example, by exploring the forms of natural and made objects, and by giving them contact with the work of artists, craftspeople and designers.

Method of Delivery

Art & Design is planned and delivered as outlined in the thematic subject mapping programme ensuring progression throughout all key stages. Classes focus on one topic each term which may include several aspects of Art & Design e.g. painting and drawing. Lessons may be delivered throughout the term or for a blocked unit of time. Teachers plan a unit of work which outlines the content, learning activities, learning outcomes and resources. The short term planning specifies the focus for each lesson. Art and Design may also be taught through other subject areas in a cross-curricular approach and additional considerations may apply as outlined below:

Early Years Foundation Stage (EYFS)

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands personal, social, emotional development and expressive arts and design will give opportunities to play and explore and learn in an active and creative way. The document 'Development Matters' will be used to support the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 Art and Design curriculum.

Primary and Secondary Phases

Art and Design at each key stage should include:-

- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work
- Knowledge and understanding

These components are taught through 6 main areas of experience and techniques:-

- Drawing
- Painting
- Printing
- Collage
- Sculpture
- Textiles

And through the Art and Design elements:-

- Line
- Tone
- Colour
- Pattern
- Texture
- Shape
- Form
- Space

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 explore ideas, experiences and imagination
- to explore the visual, tactile and sensory qualities of materials and processes
- to develop a wide range of art and design techniques in using colour, shape, space, pattern, texture, line and form
- about the work of a range of artists, craft makers and designers 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:

- to create sketch books to record their observations and use them to review and revisit ideas
- use visual and tactile elements, materials and processes to communicate what they see, feel and think
- improve their control of materials, tools and techniques including drawing painting and sculpture with a range of materials
- look at art, craft and design from great artists, architects and designers in history

Key Stages 3 and 4

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:

- become more independent in using visual and tactile elements and materials and processes to communicate their own ideas, feelings and meanings

- extend their knowledge and experience of materials, processes and practices
- know about great artists, craft makers and designers
- produce creative work, exploring their ideas and recording their experiences
- evaluate creative works using simple artistic language

Please refer to Schemes of work for progression in skills/activities and resources for all key stages

FE Centre

Art and Design is delivered in accordance with the FE Scheme of work. The main focus is on the pupils' continuous exploration of and development in the creative arts, which they encounter as individuals, as part of a group, in the local community and in a wide range of leisure activities.

Cross Curricular Delivery – some examples

- Communication and Literacy - teaching art and design can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils' communication and literacy skills will develop as they use a range of visual, written and tactile materials.
- Design and Technology - can help pupils learning in art and design by developing skills for- working with tools, equipment, materials and components/shaping, assembling and joining materials and components/measuring, marking out, cutting and shaping a range of material/using simple finishing techniques.
- Computing and Information Technology - the use of computing can help pupils learning in art and design by – 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 – extending the possibilities for recording, exploring and developing ideas for practical work – providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers – extending the possibilities for sharing their work with others via e-mail or developing a school gallery on a website.
- Humanities - handling and exploring artefacts, textiles and crafts from around the world.

Resources

Resources for the delivery of Art and Design throughout the school are continually being developed. These are held in both resource storerooms. In addition Big Books, reference books are kept in the school library.

Policy by: Claire Cahill
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