



LOCATION : CURRICULUM HANDBOOK, DOCUMENT 19

ART AND DESIGN POLICY

Introduction

Art and Design is considered to be an entitlement for all pupils at Abbey Court School. Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of responding to and understanding the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through Art and Design activities they learn to make informed valued judgements and aesthetic and practical decisions becoming actively involved in shaping environments.

Aims

- To promote enjoyment of Art.
- To help each pupil as far as possible to develop the skills needed to undertake art activities.
- To enable pupils to work independently and in a group.
- To experience the use of a variety of media and techniques and to use I.C.T.
- To encourage imagination.
- To develop fine motor skills.
- To develop visual and tactile perception.
- To encourage an understanding and awareness of the environment.
- To encourage pupils to make choices.
- To develop sensory awareness.
- To give pupils the confidence to try their best.
- To have high expectations of all pupils.
- To develop creative skills.
- To explore art in a variety of cultures.
- To understand the use of colour.

Objectives

- To provide an art curriculum which is appropriate to pupils needs.
- To stimulate pupils interest and imagination and creativity.
- To give pupils opportunities to explore a range of techniques tools and media.
- To provide opportunities for art across the curriculum.
- To develop pupils aesthetic awareness and interests.
- To foster pupils creative enjoyment.

Curriculum Planning

- The National Curriculum, The Early Years Foundation Stage Curriculum, School Schemes of Work and Post 16 Curriculum are the basis for planning.
- Termly Schemes of Work and curriculum mapping provide the context for planning within key stages one to four.
- Curriculum opportunities for The Early Years Foundation Stage are provided in termly topics that provide the context for planning.

- Post 16 curriculum opportunities are provided through ASDAN and AQA awards as well as enterprise themes.

At Abbey Court School each pupil has access to an art curriculum through the National Curriculum programmes of study and the school's Schemes of Work. These help to show progression and continuity and enable work to be differentiated according to ability throughout the school.

The National Curriculum programme of study in Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Styles of Teaching

- Art is taught as a combination of class, group and individual leading and practical activities.
- Teaching styles will be appropriate to varying needs of the pupils and may consist of a visual, auditory and tactile and a multi-sensory approach.
- Pupils will be given the opportunity to evaluate their own work and that of others.
- Opportunities to provide a wider stimulus through visits and visitors will be provided when appropriate and inclusion in mainstream settings.
- Pupils will be encouraged to take part in outside art and design activities e.g. displays, workshops etc.

Teaching colour

- The colour wheel is recognised as an important tool to teaching colour and colour mixing.
- The use of primary colours (red, yellow and blue) which are colours that cannot be formed by any combination of colours and secondary colours (purple, orange and green) which are colours that are created by mixing two primary colours are taught throughout the primary age groups. This is in conjunction with SOW and with reference to the colour wheel (with the cross curricular link to maths, for example, primary + primary = secondary).
- Tertiary and complementary colours are taught in conjunction with SOW throughout the secondary age groups.
- Tertiary colours (Yellow-orange, red-orange, red-purple, blue-purple, blue-green & yellow-green) are the colours created by mixing a primary and a secondary colour together.
- Complementary colours are pairs of colours which, when combined, cancel each other out. This means that when combined, they produce a grey-scale color like white or black. When placed next to each other, they create the strongest contrast for those particular two colors. Traditional colour pairs are red–green, yellow–violet, and blue–orange.
- Teachers use appropriate vocabulary within art sessions to describe colour, including the teaching of warm and cool colours.

Assessment

- Assessment is a continuous process.
- Formative assessment is based on the teacher's own observations of the pupils work and on the pupils own self-evaluation.
- The recording of pupil achievement is detailed in Abbey Court School's assessment policy.
- Pupil's progress is reported to parents both written and verbally as part of the Annual Review process.
- Pupil's progress in Art is monitored through the use of the Progress Tracker and can be a focus area through the pupils' IEP.
- Evidence of progress in Art can be found in 'Expressive Art and Design' in The Early Years Foundation Stage evidence files, 'Art and Design' in key stage one to four evidence files and 'Creativity' in Post 16 education evidence files.

Cross-Curricula Links

Art is not only taught as a discrete subject, but connections with other curriculum areas are taught and art is used to enhance and support all curriculum areas if appropriate. Examples of this may include music, drama, maths (mixing colours) and multicultural links. The SOW for art makes reference to appropriate cross curricula activities, as well as references to key skills and suitable educational visits.

S.E.N. and Differentiation

- Pupils will be given access to Art appropriate to their individual needs and abilities. A flexible approach will be used to allow for the wide-ranging needs of pupils within the classes. Planning will be with reference to SOW and the planning systems of Abbey Court School.

Staffing and Resources

- Class teachers are responsible for planning, teaching and recording of Art and the effective use of Learning Support staff.
- Central resources for Art and Craft are maintained by the co-ordinator and are available on both school sites.
- Training for staff will be provided when appropriate.

Equal Opportunities

All pupils will be given an equal opportunity to access the Art curriculum. Similar value and consideration will be given to art from all cultures. Art will be taught in line with Abbey Court equal opportunities policy.

Health and Safety

- All activities in art are subject to Abbey Court School health and safety policy. All activities and educational visits will be subject to risk assessments. All class teachers are responsible for health and safety and risk assessment. Pupils will be taught the safe and appropriate use of equipment and materials. This should be progressive throughout the school, with the range of tools reflecting the age and level of skill of the pupils.

Integration and Community Links

- Opportunities for pupils to undertake art activities through integration at other schools will be sought.
- Visits to galleries and artists working in school will be encouraged.
- Pupils will be encouraged to take part in community projects.
- Whenever possible pupils have an entitlement to working on art projects in mainstream settings whenever practical and possible.

Evaluation and Review

The art and design co-ordination will liaise with all members of staff.

- The co-ordinator will review the policy regularly after monitoring and consultation with staff.
- The policy will be monitored and reviewed in light of any changes in legislation, health and safety and organisational changes.

Appendices:

Appendix I Presentation and Display

APPENDIX I

PRESENTATION AND DISPLAY

Display is a teaching technique – pupils learn from everything around them. They learn through

- Looking
- Touching
- Handling
- Smelling
- Tasting
- Hearing.
- Vestibular system

The language which they hear and speak becomes more meaningful if it is matched by first hand experiences.

At Abbey Court School we aim to provide pupils with a variety of experiences and to help to focus on these and develop their curiosity or imagination. Through the creative use of displays pupils may be able to extend their range of experiences and language. A stimulating, ordered and effective learning environment is the right of every pupil.

Pupils learn best when they are interested and involved. In school we need, where possible and practical, to provide a wide range of things which will interest the pupils and act as a starting point to develop learning.

Some displays which we might consider are

- Plants and natural forms
- Pupils work – e.g. painting, drawing, craft work
- Objects and photographs

The whole classroom environment needs to be visually stimulating and should engage and distract the children.

In their own right, displays are not enough to ensure learning. The teacher will need to develop interest. It is necessary to provide opportunities to talk about them and focus their attention on particular things.

Display should be regarded as an important teaching tool. It is important to provide a range of displays which will help to stimulate the children's aesthetic awareness and involve all the senses. The visual stimulation of the classroom has a significant effect on the atmosphere and on the attitudes and interests of the pupils. It should offer both pleasure and interest and also provide an on-going stimuli for learning.

The time which teachers give to the presentation of pupils work is an indication of the value which is placed upon it. It is essential that pupils feel that their work is valued and displayed appropriately. Whenever possible the pupils themselves should be involved with the display process.

Displays should be placed where they can be clearly seen – preferably at eye level. Positioning is an important factor which needs to be addressed carefully – we need to consider those children who are in a wheelchair or who have visual impairment. Work needs to be mounted and carefully arranged on display boards. Captions need to be clear and carefully worded to stimulate further interest and discussion. Displays need to be well presented and changed regularly in order to maintain interest.

Each class has responsibility for display boards in the hall or corridors. These displays should reflect work which is being done in the classes and the SOW for Art. Boards may reflect a department theme and should also reflect all areas of the curriculum. Shared boards offer an initial impression to visitors to school and to the pupils as they enter the school each day. They reflect a respect and concern for the school environment and should be monitored as the term progresses. The art co-ordinator is responsible for the organisation of display areas and will allocate themes and boards in consultation with department heads and other staff.

Information kept on notice boards should be regularly reviewed and old and outdated information removed.

Display Techniques

- Backgrounds – colours, textures, shades.
- Work should be mounted using glue or staples, not pin/tacs. Double mounting is not essential may be appropriate for some occasions. Care should always be taken to ensure edges cut using a straight edge.
- Captions and labels need to be clear and easily read.
- Fabric lengths are useful in display. These can be part of a display in their own right or can be used as background – providing unity for a varied collection of objects.
- It is easy to display too much and crowd what is shown. Sometimes this is necessary in order to show work from every child at other times it is possible to be selective.
- Labels are an important part of display. Black lettering is effective but coloured lettering can create impact. Stencils offer a variety of lettering ideas as well as computer-printed fonts.
- Layout and spacing is important to make an impression.

Draft Spring Term 1998

Amended and agreed at staff meeting 11th March 1998

Updated March 2002 (P Horsman)

Updated February 2005

Updated February 2005

Updated May 2008 (K Burgis)

Updated March 2011 (J Bosley)

Updated October 2014 (D Hill)

Updated September 2016 (D Hill)

Updated October 2017 (E Casey)

Updated January 2019 (E Baxter)

Reviewed September 2020 (E Williams)