# Thorneberry School

# ART and DESIGN Policy

## Rationale

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Pupils become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

## Aims

The school aims to provide a broad art and design curriculum suited to individual needs. In particular, the art and design curriculum aims to help our pupils:

* develop knowledge, understanding and enjoyment of art and design
* develop the pupils' ability to observe, learn and record from the world about them
* use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skills
* develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate
* recognise the contribution that art makes to learning in other subjects and aspects such as literacy, numeracy and the spiritual and moral dimensions
* develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present
* develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary
* develop the ability to recognise different kinds of art, craft and design and why and how they are different
* develop aesthetic sensibilities so that they can respond sensitively and thoughtfully
* develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence

## Teaching and Learning

The class teacher teaches all pupils art and design each week. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (e.g. collage, print making, digital media, textiles, sculpture). The three main starting points for work are first-hand observation, experience (memory) and imagination.

Pupils are encouraged to evaluate and talk about their own work during and after they have made it. Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers.

Pupil's at all key stage use a sketchbook in class for research and independent work. Pupils are encouraged to work in collaboration when making large-scale work.

### Programme of Study

The Farm Schools Network programme of study for art and design follows the guidelines for AQA GCSE Art and Design, whilst giving the pupils' opportunity for self-expression. Where a pupil's ability prohibits this, a separate study of the programme is sourced that is best matched to their ability.

### The contribution of art and design to other subjects in the curriculum Literacy

Poetry, stories and graphic descriptions of characters or events are used as a basis for imaginative work. Pupils are encouraged to talk about and make expressive work to portray their feelings about the world they live in and social events such as other peoples' way of life and contemporary or historic events. Pupils look at and talk and write about, the work of other artists.

### Numeracy

Numeracy is a central feature of work in art and design through the investigation of shape, scale, space, form and pattern. In making both 2 and 3 dimensional work the pupils use measure and estimation when composing work and in choosing the size, amount, type and quality of materials.

### ICT

The pupils' skills, knowledge and understanding in ICT are developed through the use of a digital camera, scanner and the internet.

### Spiritual development

In art and design pupils are encouraged to use materials to express their own feelings,

ideas and values. Works of art, craft and design are used as a stimulus and for pupils to discuss and compare how other artists, craftspeople and designers express their own ideas and feelings.

### Personal, Social, Health and Religious education

The scheme includes a number of opportunities for pupils to work in small and large groups, which help them to develop their personal and social skills. The way that pupils work in teams and support each other when discussing ideas or collecting resources and materials provides opportunities for pupils to develop their personal and social skills. Art is used to enable pupils to express their own feelings and ideas, which makes a contribution to their personal and emotional health and development.

**Assessment**

Assessment is based on QCA learning outcomes attainment milestones.

Opportunities for assessment will normally take place on a day to day basis, occurring frequently and informally given the pupil-teacher ratio within the school.

Assessment is mainly based on what pupils do. This may take the form of listening to and observing what a pupil may have drawn, painted, modelled, constructed or designed.

Types of activities and results may be many and varied and therefore it is important to share targets and expected outcomes with the pupils in order that they may have a greater understanding of the tasks involved.

Evidence of pupils' work may be in the form of photographs, brief notes and samples of work. It is important that pupils are encouraged to self-evaluate in a positive manner, to be able to justify why they may have used a particular approach and where they may make changes to enhance their work during a future activity. Sharing ideas with their peers is also a valuable form of assessment.

Assessment will be most effective where it is part of an overall long term plan for progression and balance for pupils to develop learning in and through the Art and Design area of the curriculum.

### Organisation

Art is time-tabled but art and design is also used to support and extend teaching and learning activities in other curriculum subjects through the making of paintings, drawings or other outcomes.

### Resources

Each classroom has an extensive set of art materials and equipment for drawing and painting.

### The learning environment

A range of art and design is displayed in classrooms. The outside environment is used as a resource for the making of art and design.

### Monitoring and Review

#### Subject leader

The art and design teacher at the satellite farm schools runs the art and design program under the guidance of the subject leader at the Roaches School and is jointly responsible for improving the standards of teaching and learning in art and design through monitoring and evaluating:

* Pupil progress
* The quality of the learning environment
* The deployment and provision of support staff
* Policy development
* Purchasing and organising resources

Keeping up to date with recent art and design teaching and learning developments

**Equal opportunities**

All pupils are provided with equal access to the art and design curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or background.

### Inclusion

We aim to provide for all pupils so that they achieve as highly as they can in art and design according to their individual abilities. We identify pupils that are under-achieving and take steps to improve their attainment. Higher ability pupils are identified and suitable learning challenges provided.

### Health and Safety

The school's policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Particular care must be taken with sharp cutting tools, electrical appliances and in processes where hot materials and tools are used. Pupils must be taught to recognise hazards and take appropriate action.

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