



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

ART & DESIGN

APPROVED BY GOVERNORS	September 2023
TO BE REVIEWED BY	September 2026

FAIRLANDS PRIMARY SCHOOL

ART & DESIGN POLICY

AIMS

We believe that that art is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

We aim to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

'Children may be literate in the usual sense of the term, but development of visually sensitive or literate children is a fundamental reason for doing art... Artists invent, imagine and analyse, as well as apply colour, sculpt and assemble things. But all these activities contribute to what educates children artistically by making them literate in a particularly visual way.' Rob Barnes 'Teaching Art to Young Children' 1987

PLANNING

Topic Maps give an overview of all Topics across the school. Links to Values Education, whole school events, happenings and main religious celebrations are also noted on this map.

Progression in art & design is planned for using **progression in skills documents** based on the national curriculum which are delivered through a thematic, topic-based approach. A **Medium-Term Plan** is completed for each topic area. This ensures that learning is made relevant through interesting contexts that are meaningful to the children.

The **Short-Term Plans** are then completed to give further breakdown of how curriculum opportunities will be provided on a lesson-by-lesson basis, linking to Curriculum Progression statements transferred from the Medium-Term Plan.

LEARNING & TEACHING

Materials, equipment, and resources for art are organised to promote effective use by pupils. They are clearly marked or labeled to allow actual or visual access to the children.

Educators demonstrate the ways in which specific materials, tools and processes are organized and pupils are expected to take an increasing level of responsibility for that organization.

To ensure consistency and development of practice across the school, there are agreed procedures for common activities: the usage and mixing of powder paint, for example. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Whilst art will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art. These activities will take account of children's previous experience in art.

Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils. Where the supervision of art activities is delegated to teaching assistants, they will have access to training and be able to support pupils effectively.

ASSESSMENT AND RECORDING

We assess children's work in art & design by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Opportunities for recording, usually in individual topic books and sketch books (KS2 only) are identified when planning and children will receive ongoing teacher assessment. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking will follow the school policy. There should be time set aside within the lesson for pupils to be given the opportunity to view their peers' work and comment constructively on it. Pupils will be given the opportunity to make improvements to their work as it progresses, based on their own evaluations and pupil and teacher comments.

The subject leader keeps samples of children's work in an e-portfolio. These demonstrate what the expected level of achievement is in art & design for each age group in the school.

RESOURCES

A range of basic resources for drawing, painting, and working in three dimensions is available in each classroom. They are presented in such a way that they are accessible, attractive and are maintained in good order.

Additional resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning about artists, designers and craftspeople are available in the classrooms and the library.

The school has a range of natural and made objects from a range of cultures for use as a stimulus for work from observation and imagination. This is supported by teachers' individual collections.

When appropriate, the school uses outside resources such as gallery visits and visits to the school by artists and craftspeople to support pupils' learning in art.

The subject leader will regularly audit resources and review the school's needs throughout the school year.

SAFEGUARDING

The general teaching requirement for health and safety applies in art and design.

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

The school may decide that it will make its own specific ruling on the use of certain tools or processes.

Care needs to be taken with following:

Plaster of Paris

Plaster of Paris is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form, and texture.

However, Plaster of Paris when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands or any part of their body in the mixture as it hardens. This can cause severe burning.

When mixing the plaster with water it is advisable to use a stick rather than your hand, and for those children with skin allergies it is advisable that they should wear Nitrile (non-allergenic) gloves. This process should be used only with adult supervision.

Plaster of Paris is of course used for setting fractured bones but in such cases, it is never put in direct contact with the skin. In addition, it is used in relatively thin layers so the heat can dissipate.

Mod-roc

The use of Mod-roc, (plaster impregnated bandage) to construct masks and sculptures may be used under adult supervision. This material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream.

Craft knives, saws and other sharp tools

The school will make a risk assessment of the above tools and advise on the way they may be used to make art. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the Hertfordshire Health and Safety Guidance. (1994) Where possible, safer alternatives will be used e.g. 'Pressprint' tiles are used instead of lino-cutting tools.

Hot wax batik

The school uses paraffin wax in safety tested, electrical wax melting pots. A risk assessment is available for staff to follow and the children only use hot wax when supervised by an adult.

Lino cutting

Lino cutting is not carried out at Primary School level. Staff have received training on how to achieve similar effects by using Press-Print polystyrene tiles. Only the purpose-made 'Press-Print' tiles, available from County Supplies, should be used. If this protocol is followed, all risks are removed from the activity.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.