



# PARK GROVE SCHOOL



## *Art and Design Policy*

### **INTRODUCTION**

Art forms an essential and all-pervasive element of civilisation and cultural life. It is therefore an essential element in the school curriculum.

### **AIM**

Children should be enabled to develop an understanding of art, to learn to enjoy the art of others, and to develop their own creative, artistic skills. These skills are life enriching and worthwhile in their own right, but it is also worth remembering that many occupations and professions involve elements of artistic creativity.

### **OBJECTIVES**

- Encourage the natural abilities that every child possesses.
- Promote enjoyment in all art activities.
- Help children communicate confidently and develop aesthetic judgements about their own work, the work of others.
- Teach children to look carefully at images and artefacts from the past, present and from other cultures.
- Develop children's skills and knowledge of materials so that ideas can be planned, developed and completed successfully and with imagination, using their own personal language of art.
- Increase language skills and the ability to express opinions in relation to the child's own work and the work of others.
- Include an Enrichment Day for a whole school art project.

### **GENERAL CONTEXT**

#### **We teach children to:**

- Record responses to direct experience, memory and imagination.
- Gather and use materials, tools and techniques in practical work on a variety of scales.
- Review and modify work as it progresses.
- Develop understanding and knowledge of a range of artists, crafts people and designers and tell us what they have learnt in their own work.
- Respond to and evaluate art, craft and design, including their own and others' work.

#### **Curriculum management**

- Each classroom has an area suitable for art/craft, located near a sink.
- Protective clothing is available for the children.
- The art work focuses on a skills based approach to teaching art, these key elements being:  
colour, pattern, texture, tone, line, shape, form and space.
- These skills will be taught through topic work where appropriate.
- Differentiation in art is usually by outcome, as children will naturally work at their own level.
- Activities we set will have an open ended element to give scope for this.
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## **Resources**

- Each classroom is equipped with a basic range of materials and tools.
- In addition to this there is a central stock of more specialist equipment (see attached list). These are stored in the art room and clearly labelled.
- Poster packs representing a variety of artists are available in school.

## **Assessment**

The subjective element of art makes assessment more difficult than other areas, but there are nevertheless standards and descriptions provided in the National Curriculum against which the children can be assessed. Progression will be recorded through:

- Sketchbooks: Each child in Key Stage 2 will have a sketchbook.
- Summative assessment: At the end of each year class teachers will compile a summative assessment.

## **Multicultural links**

Art is an excellent way of raising awareness of the artistic heritage of different cultures. Through our teaching we will study a variety of art forms.

## **Equal opportunities**

All children should be challenged by the arts curriculum and should be encouraged to aspire to their own highest level of achievement. The arts provision in school is available to all pupils, regardless of gender, ability or cultural background. Children with disabilities or special educational needs should have equal access to the school's art provision. A differentiated curriculum is provided to support the development of children with a range of abilities.

## **MONITORING & EVALUATION**

Implementation of this policy will be monitored by the teaching staff and Art and Design subject Leaders.

**REVISED BY: S. Stone and L. Savoia**

**DATE: July 2016**

**NEXT REVIEW: July 2018**

## Central Art Resources

### Specialist paints + inks

Silk paints + gutta

Glass paints + outliner

Marbling inks + trays

Brusho

Acrylic paints – basic colours

### Printing

Lino + cutters

Rollers

Polystyrene

Printing emulsion

### Clay

School buff clay

Tile cutters x 2

Various wooden tools

Rolling pins

Rolling guides

Rolling cloths

Rubber kidneys

Coloured slips

Various under glazes

Glaze

Potters wheel

Coiling machine

### Painting

Various powder paints (limited colours)

Water pots

Pallets

Various brushes

### Batik

Batik wax

Melting pot

Application tools

Batik dyes + fixative

### Miscellaneous

Fabric

Wool

Ribbon pieces

Wallpaper

Newspaper

Junk modelling (boxes, pots etc)

Various sizes of card

Sewing kit

Cellulose adhesive

Aprons

Art straws

Backing paper for central displays

### Poster packs

## Recommended list of classroom resources

### Painting

Powder paint / poster paint  
Black and white  
Cool primary – lemon yellow, crimson, blue  
Warm primary – bright yellow, bright red, bright blue  
Variety of poster colours  
Palettes  
Water containers  
Drying rack

### Brushes

A selection of shapes sizes e.g.  
Large round size 8, small round size 2 & 4  
Household brushes x2" flat size 12 & 4  
Sponge brushes  
Toothbrushes  
Gluespreaders, lolly sticks, straws etc

### Drawing

Range of drawing pencils 4B, 2B, 1B  
Charcoal  
Biros (KS2)  
Felt tips  
Oil pastels  
Chalk pastels  
People colour pencils

### Glue

PVA glue  
Pritt stick  
Glue spreaders

### Material

Felt  
dyes

### Paper

Selection of different sizes, colours and surfaces  
Cartridge  
Sugar  
Newsprint  
Tracing paper  
Tissue paper  
Crepe paper  
Fabric  
Cellophane  
Metallic paper  
Card

Corrugated card

### Decorative items

Sequins  
Beads  
Glitter  
Feathers  
Bottle tops  
Sweet wrappers

### Natural resources

Dried items – leaves, twigs, seeds, grass, raffia, flowers

### Three-dimensional

Mod-roc  
Plasticine  
Pipe cleaners

### General

Scissors  
Crazy scissors (reception)  
Sellotape  
Masking tape

## **A4 poster packs**

### Photopacks

Islam

Victorian life

Transport yesterday x2

Trees and flowers

Plants

Saxons/Vikings/ Romans

Desert and polar regions

Small creatures/minibeasts x 4

Human body

Changing materials

Picture and poem pack – water

Various pictures and poem packs