



# LONGSTONE SCHOOL

## ART POLICY

### ARTICLE 29

“Children’s education should develop each child’s personality, talents and abilities to the fullest. “

**REVIEWED: August 2020**



## SCHOOL AIMS

(Developed through Art and Design)

- To develop qualities of individuality, self-confidence and self-awareness (emotional, cultural and social). This should aid the development of respect for themselves and others.
  - A sense of continuity and pride in achievement. An ability to understand the importance of the self-discipline required for positive end results.
  - **An awareness of our shared responsibility in environmental issues, especially regarding recycling. (Article 29 Protect the Environment)**
  - To understand the practical application of their skills in the outside world by developing artistic and design abilities in an appropriate way.
  - A respect for their own personal safety and that of others. Respect for other people's property.
  - To reflect **The Rights of the Child** in the classroom and develop pupils' understanding through education.
- To show an awareness of **Global Citizenship** and reflect this awareness in art projects. **(Article 29, develop your talents and abilities) (Article 30 Right to enjoy your own culture)**

## NORTHERN IRELAND CURRICULUM AIMS

- **To help pupils develop their ability to investigate the real world and to visualize the imaginary world. (Being Creative)**
  - To develop study skills by providing opportunities for problem solving and decision-making. (Thinking, Problem Solving and Decision-Making)
  - To enable pupils to assemble, generate, develop and evaluate ideas, thoughts and feelings by researching, recording and experimenting with a wide variety of reference and resource materials, sources and stimuli. (Managing Information)
  - To promote the development of personal and inter-personal skills enabling them to participate in group work and share equipment. (Working with others)
  - **To develop the ability to develop and communicate ideas in creative, imaginative and considered ways to produce mainly visual and tactile outcomes in both two and three dimensions. (Being Creative)**
- (Article 29 Develop Talents and Abilities)**

- To develop competence and versatility in the use of visual elements, media, materials, tools, techniques, processes and technology. (STEM) ([Article 17 Access to Media](#))
- To enable pupils to evaluate critically their own work and that of artists, designers and craft workers. To understand that this is an important part of the creative process. (Working with Others)
- To maintain their folders and show evidence of having recorded and developed their work. (Managing Information)
- To be able to evaluate their own work and be self-directed towards reaching their goals. (Self-Management)

### **DEPARTMENTAL AIMS**

- To develop the ability to take responsibility for their own decision-making and to have the confidence to make an independent choice. (*Thinking, Problem-Solving and Decision-Making*)
- To help improve self-esteem through decision-making processes and the outcome of these processes. (*Thinking, Problem-Solving and Decision-Making*)
- To enable pupils to develop a more heightened awareness and aesthetic appreciation of art in the environment. (*Managing Information*)
- To develop coordination and the confidence to express themselves creatively. (*Being Creative*)
- To encourage the acquisition of sufficient self-control of self, media and materials to be able to use Art and Design as a means of self-expression and a source of enjoyment. (*Self-Management*)
- To broaden the experience of pupils by exposing them to the world of other artists and designers from other cultures as well as our own. (*Managing Information*)
- To enable pupils to give and take constructive criticism. (Working *with Others*)
- To gain confidence in the area of problem-solving. (*Thinking, Problem-Solving and Decision-Making*)

## **DEVELOPING THE KEY ELEMENTS THROUGH ART AND DESIGN AND THE CO-ORDINATION OF ART TO OTHER SUBJECTS**

USING MATHS:	Measuring; shape; space; proportion; symmetry.
ENGLISH: LITERACY	Creating own poems and stories for illustration purposes. Illustration of text, type-faces on the computer, handwriting and calligraphy. (STEM)
COMMUN- ICATION:	Discussion of own work and that of others. Evaluation of work. Communication of ideas through Art.
TECH & DESIGN: (STEM)	Drawing skills, perspective and 3D representation of 3D objects. Decoration of 3D objects. Problem-solving. Technology/Engineering
SCIENCE: (STEM)	Analytical observation, visual records and diagrams. Exploration of properties of colour and light.
GEOGRAPHY:	Observation of environment, maps and cultural heritage. (Article 30 Right to enjoy your own culture)
HISTORY:	Cultural heritage, architecture, antiques, costumes, art reflecting changes throughout history. (Article 29 & 30)
PE:	Aesthetics and spatial awareness.
MUSIC:	Illustration. Expression and mood. Imaginary and visualization skills.
ICT: (STEM)	Its relevance to Art and Design and the world of work. Basic skills using Photoshop, Publisher, Movie Maker and other appropriate software. Use of digital camera. PowerPoint and the Interactive Whiteboard. Pupils' work on school web site and in assembly. Planning, storyboards, development of technical and photographic abilities. Use of the internet to gather research for projects. (Creative Crafts:Digital Imaging, Using ICT (YR 10): Photoshop and animation.). Use of iPads for PuppetPals. (Article 17 Access to media)
CITIZENSHIP:	Exploration of differences and similarities of various cultures and environments. An aid to reconciliation. Learning to work together. (Article 29 Respect other people's rights)

CULTURAL UNDER- STANDING:	Examination of the world of artists, designers and craft persons from various cultures. Used as art appreciation, evaluation as a learning aid. Local visiting artists can help with this aspect of art appreciation.
PERS. HEALTH	Advertising – its use and influence. Promoting important health messages through art. Safety in the Art Room.
ECONOMIC: (STEM)	Design of product to be made, packaged, advertised within limited budget. Limitations in the use of materials in the Art Room. Use of recycled materials, eg. from The Play Resource Warehouse.
EMPLOY- ABILITY:	Development of motor control skills and co-ordination needed for various careers. Visiting artists give pupils ideas about using art as a career option. Development of ICT skills now required in many occupations. Make art to sell in school. Creative Crafts, Digital Imaging course for Yr 12. (STEM)
MUTUAL UNDERST:	Use art to explore issues linked with “Teenage Angst” as well as other social issues. The use of succinct expression in art to discourage anti-social behaviour, both in school and outside of school, and encourage tolerance of our differences.
PERSONAL UNDERST:	Use art to explore issues linked with “Teenage Issues” as well as other social issues. Art as a means of self-expression. (Article 31 To rest and relax by doing art)
MORAL CHARACTER:	Exploration of the power of advertising. The ethics behind it.
MEDIA:	How art is represented and used in the media. Development of a critical awareness of the media.
ED. for SUSTAINABLE DEVELOPMENT:	Use of recycled materials. Awareness of wastage. Design aimed at helping the environment.
ETHICAL AWARENESS:	Responsibility as an artist and the power of the message being delivered by the artist. How can art and design help our future.
SPIRITUAL AWARENESS:	Exploration of inner values through art. Search for beauty and inspiration. (Article 14 Right to religion)

## **DIFFERENTIATION AND PROGRESSION**

### **Key Stage 3 and 4:**

Learning activities will be designed to provide opportunities for each pupil to work at his / her own ability level. Encouragement will be given to develop work to a higher level if possible.

In some cases, pupils will be given the same information and the same task, provided all pupils can cope with the activity. In other cases, a group of pupils may be given the same information, but differentiation will be achieved by devising tasks appropriate to the individual pupil using that same information.

Differentiated teaching may be catered for in group work by using a careful combination of pupils. Weaker pupils can gain confidence by working with more able pupils. This can work well provided they are treated with respect and their ideas and contributions taken seriously. At times it may be more appropriate to put pupils of similar ability in the same group.

### **Foundation Stage, Key Stage 1 and 2**

Art and Design frees pupils from academic pressures experienced in other areas of learning as they are not judged against other pupils, but their own level of progression and achievement. Pupils should work at their own level and at their own pace incorporating their own individuality and creative style and ideas. As pupils progress through each Key Stage, opportunities to further develop these learning objectives will be made available. Differentiation will be used to ensure that differing ability levels are catered for. **(Article 23 Right to a special education)** Opportunities will be made available to progress and fulfil their full potential. Ideally each Key Stage will revisit media in order to build on pupils' previous knowledge of properties and behaviours of each media, and their own personal experience of each media type.

## **CONTINUITY**

Art is taught to Middle Senior pupils by two members of staff: M. Cromie and S. Seawright. A skills breakdown and schemes of work ensure that skills are consistent throughout each year group and are sufficiently developed throughout their stay at Longstone. These skills may vary depending on the flexibility required for a group of pupils in the case of differentiation. **(Article 23 Right to a special education)**

Year 6 and 7 pupils have art for 35 minutes each week. Close liaison with their class teachers and Junior School art coordinator, J. Hagan, ensure that topics being studied in class are also covered in art. Other Junior School classes enjoy Art with their own classroom teachers. Knowledge of skills, they may already have acquired prior to this, is gained from previous teachers. Sometimes these skills need to be reinforced or repeated for progress to be assessed.

These would then be further developed throughout Key Stage 3 & 4 when continuity and progression will involve more independence of choice and problem solving on the pupil's part.

The final product and its realization are also assessed and written comments made.

### **Learning Objectives shared by all Key Stages:**

#### **(This begins at Foundation Stage)**

- Observe and respond to things seen, handled, remembered and imagined.
- Investigate and talk about colours, lines, shapes, textures and patterns.
- Look at, and respond to a piece of work by artists, designers, illustrators or craft workers
- explore and use a wide range of materials and processes. This should allow them to explore drawing, painting, printmaking, textiles, malleable materials, 3D construction and ICT based art.
- create and develop ideas using colours, lines, shapes, textures and patterns.
- talk about and evaluate own and other pupils' work, and how the work was made.

(Article 29 Develop talents and abilities)

#### **Key Stage 1:**

- Investigate sensory experience explore elements of art: visual, verbal, spatial, tactile, 3 dimensional, imagination and memory.
- Stimulate own ideas with resource material.
- Use other artists' work as a stimulus for their own ideas.
- Explore visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas.
- Evaluate their own work and others' work.
- Experiment with a range of media, materials, tools and processes such as drawing, painting, printmaking, textiles, malleable materials, 3D construction and ICT based art. (Article 29 Develop talents and abilities)

#### **Key Stage 2:**

- Observe, investigate and respond to first hand experiences, memory and imagination.
- Collect, examine and select resource material to use in the development of ideas.
- Engage with informed art making. Discuss artists' work and that of other cultures. Use this to stimulate personal ideas.
- Develop their understanding of the visual elements of colour, tone, line, shape, texture and pattern to use in their art.
- Evaluate their work and that of others. Discuss difficulties and review/modify work.
- Use a wide range of media (as used in other key stages). Select which is appropriate in order to realise personal ideas and intentions. (Article 29 Develop talents and abilities)

#### **COVID 19 ADAPTATION**

Google Classroom to be used for homework to help reinforce understanding of work when attendance has been affected for a pupil/pupils.

#### **Key Stage 3:**

- Creativity -making, experimenting and taking risks/learning from mistakes.
- Competence -investigating, analysing, designing and making informed choices.
- Cultural Understanding -engaging and recognising difference, understanding roles and contexts.

- Exploring, engaging, developing views and analysing and reflecting on others work. Self-evaluation.
- Exploring and Creating -drawing to express themselves, working from first hand observations, making purposeful artefacts, developing their own ideas for art works.
- Understanding and evaluating. Use research and investigation skills to appreciate and analyse a variety of visual stimuli, reflect on their own work and learn from taking risks and mistakes. Organise and present their own material in appropriate ways to others. (Article 29 Develop talents and abilities)

#### **Key Stage 4:**

This Key Stage is similar to Key Stage Three. At present, however, Year 12 follow objectives set out for them in the Entry Level Occupational Studies in Creative Crafts and Digital Imaging.

Summary of these objectives:

- Explore properties of available materials. Select materials and techniques.
- Use a range of suitable tools and equipment.
- Develop their technical ability and use resources effectively.
- Maintain a safe working environment.
- Explore resources, materials and processes.  
Use ideas from a range of sources.
- Collate, record and present findings.
- Develop ideas creatively. Use feedback and evaluation for this.  
Adapt ideas in an individual way.

(Article 29 Develop talents and abilities)

### **CLASSROOM ORGANISATION AND THE PROGRAMME OF STUDY**

The Art and Design room should have flexible seating arrangements to suit either group work or individual work. Flexibility is also essential to enable pupils to work on large-, medium- and small-scale projects. A range of equipment and media should be made available to enable pupils to exercise some degree of choice and independence. Displays of other artists' work should help stimulate pupils and must be changed regularly to reflect themes undertaken in class. Pupils must be encouraged to select and put away materials after use and clean up after themselves.

### **COVID 19 ADAPTATION**

#### **Risk Assessment**

**Pupils enter Art Room in Senior Department through Fire Door, go directly to sinks to wash/sanitise hands and then sit at allocated seats. Movement around room restricted. Art resources to be brought to pupils. Materials/equipment to be thoroughly cleaned and left to the side for 72 hours.**

**Sit facing the front of the class. Two at each desk.**

**Time allocated for staff to organise and clear away resources and prepare for next group. Cleaning of each seating area to be carried out by pupils, but supervised to ensure the area is being cleaned properly.**

**Remove lids form bins. Drawers not to be opened by pupils. De-escalation used to difuse behavioural issues to limit need for staff intervention.**

**Staff remain two metres from each other and pupils/staff to attempt social distancing as much as possible. Sanitise hands before touching pupils work and immediately after.**

**No aprons as these cannot be shared with other classes. Limit use of some art materials, such as clay.**

**Ensure enough equipment is available to avoid sharing.**

**Open windows to ensure fresh air flow around the room and staff only open doors. Handles to be disinfected afterwards.**

### **ASSESSMENT**

Work is no longer graded, but instead comments are made in a written format that indicates how much progress is being made. These areas for assessment are:

Managing Information; Thinking, Problem-Solving and Decision-Making; Being Creative; Working with Others; Self-Management. These areas will take into account the outcome, their understanding, their creativity when generating and developing their own ideas and their behaviour and attitude.

Certificates are awarded to those pupils who have achieved well in a topic. These are also awarded to competition winners.

Self-assessment sheets are completed at the end of some topics. This helps ascertain the effectiveness of some projects.

### **EVALUATION**

Pupils are encouraged to orally evaluate their work and to use constructive and positive evaluation when looking at the work of others.

In EL OS coursework, both teacher and pupil evaluation is required by CEA. There are three units, the third requiring pupil self-evaluation. (STEM)

In Year 10 ICT Assessment, teachers evaluate each pupil's ability to meet the requirements of each level.

Schemes of work continually evolve to reflect the effectiveness of some projects. These are altered accordingly.