

ALFRED STREET JUNIOR SCHOOL

ART & DESIGN

Alfred Street Junior School aims to give pupils the opportunity to express their ideas through a variety of art and craft media; to promote the enjoyment of Art and Design; to help pupils create, experience and understand Art and Design, and to develop a range of skills and techniques.

Throughout Key Stage 2 pupils will be encouraged to:

- Communicate ideas and feelings in a visual and tactile form based on observation, memory and imagination;
- Develop ideas and themes from a range of starting points, with reference to different methods and sources;
- Identify different kinds of art and design and their purposes;
- Work individually, and collaborate with others, on projects in two and three dimensions and on varying scales;
- Modify their work in the light of its development and their original intentions;
- Experiment with a variety of materials and apply their knowledge of the elements of art choosing appropriate media;
- Become familiar with the language related to art and design;
- Begin to identify the characteristics of art in a variety of genres, showing an understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures;
- Make imaginative use in their own work of a developing knowledge of the work of other artists.

Planning

Planning is carried out within year teams, based upon the Programmes of Study and Statements of Attainment, as set out in the National Curriculum for Art and Design.

Year groups are following a combination of school-based units and the LCP Scheme of Work. These plans are modified as and when appropriate.

Short term planning, within the agreed format of the Weekly Planning Sheet, gives details of appropriate objectives, activities and outcomes of individual lessons.

Lessons may be timetabled on a weekly basis or time blocked at particular points in the term but overall will meet the requirements for each topic area.

Additional opportunities to explore aspects of technology will be included in planning for other subject areas where appropriate.

Teaching Styles and Strategies

A range of teaching styles is necessary, depending on the subject matter of individual topics and the preferred learning styles of the children. In general, all topics will involve practical work and developing skills for working in two and three dimensions.

Equal Opportunities

Teachers will plan lessons with an awareness and sensitivity to Equal Opportunities in line with the School's aim to be an inclusive community.

SMSCD and ECM

Through the Art and Design curriculum, we aim to enhance pupils' Spiritual, Moral, Social and Cultural Development (SMSCD). The School's Art and Design curriculum should enable pupils to make progress towards achieving the five outcomes of Every Child Matters (ECM).

Health and Safety

Pupils will be taught to use materials, tools and techniques for practical work safely. Staff will provide a safe working environment for their pupils. Pupils will be made aware of which specific materials need careful handling. Tools and materials are stored in a locked cupboard in the year 3 cloakroom. A key is held by the coordinator and one is stored in the nearest classroom. ***Children are not allowed unsupervised access to this area.*** It is the responsibility of members of staff to return resources and tools to the appropriate area of the storeroom.

Resources

Requests for particular materials or notification of shortages and breakages are the responsibility of members of staff and should be passed to the coordinator promptly so that stock levels can be maintained, without incurring unnecessary wastage.

Assessment

Evaluation of children's work and progress will be made by both teacher and pupil.

Teacher evaluation

- Watching pupils as they work;
- Listening to their ideas;
- Noting pupils' level of enthusiasm;
- Observing the way in which tools and materials are used;
- Comparing outcomes with learning objectives.

Pupil Evaluation

- Discuss own work and comment on the work of peers;
- Give written or oral accounts of their view of their work and how it could be or has been improved;
- Comparing outcome with learning objective.

Particular strengths or areas for improvement can be noted in the evaluation section on the Weekly Planning Sheet. Details of pupils' progress can then be presented to the next class teacher and parents as appropriate.

Gill Allen
September 2012

Reviewed Sept 2014