



The
Sovereign
Trust

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Art and Design Policy

Issue 1

Manor Academy Sale

Art and Design Policy

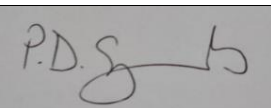
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The general requirements for POS states that pupils should undertake a balanced programme of Art, Craft and Design which clearly builds on previous work and takes into account previous experience. This presupposes therefore:

- Planning which is sequenced and long term.
- Knowing what pupils have done before and how successfully that work has been completed.
- Art in the National Curriculum (Section D4 paragraph 1:8)

1. Progression and Differentiation

Differentiation may be achieved by one or more of the following:-

- presentation and organisation
- by the nature of the task
- by the processes of resources and media used
- by the level of support needed
- by the outcome or product.

Art and creative work is generally based on 'ideas' or 'stimuli'. It is the role of the teacher to stimulate the imagination through ideas. Ideas which, in practice have proved successful may be used with any group or individual, regardless of age, ability or gender. It is also desirable to attempt to develop opportunistic qualities in students. Opportunism is central to creative thinking, and demands experiment and flexibility of mind to change, diversify or redirect at any time in order to realise unforeseen creative possibilities.

Ideas are usually presented at the start of a project in the form of a general starting point which is designed to stimulate general responses. It is important that these should be presented using language, concepts and ideas which can be understood by students with varying levels of ability. Whilst methods of working are basically non-discursive and process oriented, varying approaches will be needed so that the nature of the task is understood by different ability levels – this is highly dependent upon student/teacher interaction. Care should be taken that given themes are relevant to individual experience.

2. Display

Good displays of work and objects, relevant to current work, stimulates interest and enlivens the working environment. Standards can be set by displays which exemplify high achievement by whole groups as well as by individuals. The visual impact of the working environment affects all who visit or work in it, and can exert a major influence for the benefit of all.

It is important that displays of student achievement are not confined to the Art and Design Department in order to promote the unique contribution made by the Visual Arts.

3. Cross Curricular Considerations.

The Department aims to promote and support other areas of the curriculum e.g.

The use of ICT is encouraged throughout, and Environmental Education, Economic and Industrial Awareness feature as part of

Citizenship issues arise as a matter of course in any classroom, and especially in a creative and practical subject such as Art and Design, where some degree of self discipline (due to movement around the classroom, sharing resources etc) and mutual co-operation and respect for achievement at all levels is essential. Numeracy objectives are included in planning . Contributions to Performing Arts productions and cross curricular projects are regular and ongoing.

4. MONITORING ASSESSMENT AND ACCREDITATION

Starting points are open- ended, and student achievement can be identified by the individual's response to a given or chosen task. Whilst the end product may prove evidence of this, it must also be remembered that Art and Design may also be largely process oriented. Evidence of differentiation and progression may be provided through the way in which students plan, research, select and use information and media

Available to them. Sometimes evidence of progress may be provided by the student's understanding of the processes themselves rather than by assessment of a finished product – eg. During mark-making exercises, experimenting with colour mixing etc.

Assessment in Art and Design is continuous and ongoing in order to improve student motivation by involving them in the assessment, recording and reviewing processes, and it forms an integral part of learning.

All lessons delivered by the Art Department will comply with the strategy theme of the three part lesson; that is starter, main theme and plenary, in accordance with school policy, and in order to maximise individual learning. Data is stored in the form of Classroom Monitor, which is reviewed regularly.

The knowledge, skills and understanding required by the activity are achieved by discussion and consultation with the teacher and culminate in the production of Progress Development Reports .

In line with school policy, these concentrate on the positive aspects of each student's experiences and achievements whilst identifying weaknesses, and the action required to improve the stated weaknesses. These are written with IEP's and IBP's in mind, and contribute towards the Annual Reviews. It is important for the students to realise that, if

for some reason or another eg. Absence, an end product has not been completed, evidence of achievement may still be valid since learning may have taken place in some form. Assessment at KS4 is in line with AQA GCSE syllabus requirements.

Regular meeting time is made available to staff by senior management for subject co-ordinators to utilise in order to monitor their subject area's delivery and in order for feedback discussion to take place. Regular line management meetings and a monitoring system is also in place to ensure that subject co-ordinators may receive advice or guidance and discuss their role and any areas of concern as required. In addition, senior management are on hand on a daily basis and ensure that staff are aware that assistance or advice is freely available on an impromptu basis if required.

5. MISSION STATEMENT

It is the Art Department's aim to enable pupils to explore and extend their own creative processes and technical skills, in order to develop talent, and foster appreciation of the Visual Arts.

6. SUBJECT AIMS

To develop:-

- 6.1 a broad understanding of the meaning, significance and contribution of Art, Craft, and Design within both contemporary cultures and that of the past;
- 6.2 visual literacy—confidence and competence in reading and evaluating visual images,
- 6.3 individual expressive powers and the exploration of individual reality through the practical and creative manipulation of visual forms,
- 6.4 each student's ability to hold, articulate and communicate ideas, opinions and feelings about their own work and that of others
- 6.5 particular individual aptitudes within Art, Craft, and Design,
- 6.6 skills in the handling of media and in the understanding of the basic concepts governing the use of different media,
- 6.7 a sense of craftsmanship and an appreciation of those skills and efforts required to achieve work of quality.

7. CURRICULUM AND SCHOOL ORGANISATION

The subject is delivered to all pupils from year 7 through to post sixteen. Pupils in KS3 receive one sixty minute period per week. All lessons are delivered by the curriculum co-ordinator at present. The curriculum at KS3 is

delivered in accordance with QCA Guidelines for the National Curriculum. Pupils in KS4 receive 120 minutes (two periods) per week, and the subject is taken on an optional basis. AQA GCSE specification is followed.

8. TEACHING AND LEARNING

Methodology

Students will be class taught, but teaching within the group may involve individual and/or small group work. The strategies used will vary according to the level of the group. All will involve explanation, instruction, questioning, observation, assessment, diagnosing and feedback from the pupils

9. EQUAL OPPORTUNITIES

The Art Department follows the school's Equal Opportunities Policy. Every effort is made to ensure that all pupils, regardless of ethnicity, creed, religion, gender and physical challenge can experience all the opportunities available to them.

10. EVERY CHILD MATTERS AGENDA

The Art Department follows the Every Child Matters Agenda, and endeavours to ensure that an environment is provided where children are able to work safely, healthily, enjoy and achieve, and make a positive contribution. Central to all this is the aim that each student is recognised as having individual needs. Targets from annual reviews, ILP and IBP programmes will be incorporated into planning.

11. RESOURCES AND ACCOMMODATION

Art and Design is delivered to pupils in room 13, and 13A. Stock is stored in the storeroom which is shared with Textiles, and in the room itself. Stock is mainly consumable and pupils have access with supervision to media as required. Fixed resources include a paper cutter, TV/video, five computers and a printer which is shared with Textiles, Food Tech and Child Care, two digital cameras, two OHP's and a laminator.

12. CONCLUSION.

The Art staff see Art Education as a continuous experience, and therefore endeavour to match developing skills and changing perceptions to particular interests and abilities. We remain always open and sensitive to the differing needs of the individual. Successful teaching of Art and Design cannot be conducted from behind the teacher's desk and is highly dependent upon individual student/teacher/TA interaction.