



**BALLYORAN PRIMARY SCHOOL**

# **Art & Design Policy**

**November 2021**

## **Introduction**

This policy is written to reflect the recommendations for the Art and Design strand of 'The Arts' Area of Learning as outlined in the Northern Ireland Curriculum (2007). At Ballyoran Primary School we acknowledge the importance of a broad and balanced curriculum that allows each child the opportunity to explore their interests, strengths and creativity.

## **Aims and Objectives**

As the Curriculum suggests, Art and Design can be used as a means of communication from as early as the Foundation Stage. Our aim is to facilitate children in their exploration of Art and Design; to allow them the freedom to express themselves creatively through various media in response to a range of open-ended tasks.

Through Art and Design, we aim:

- To help children appreciate the work of various artists and designers
- To offer children opportunities to respond to various stimuli
- To encourage children to acknowledge the individuality of themselves and their peers
- To help children develop their understanding of Art and Design as a means of communicating thoughts and feelings
- To build children's confidence in 'having a go'
- To offer children the opportunity to identify problems, to think creatively and seek to solve those problems through innovative design
- To provide purposeful open-ended learning tasks that have potential learning outcomes, therefore, not limiting the power of children's individual imaginations and curiosities
- To guide children in experimenting with a variety of processes, media and tools in order for them to make their own choices as they progress
- To develop children's knowledge and understanding of the visual elements
- To encourage children to reflect upon and evaluate the effectiveness of their approach and the approach of others, rather than limiting success to the perceived outcome

## **Teaching and Learning**

In order to meet the needs of our learners in any area of learning, it is necessary to vary our teaching approach to suit a range of learning styles, to include but not limited to visual, auditory and kinaesthetic learning preferences. The practical nature of Art and Design lends itself to a range of teaching approaches.

Where possible, it should be considered how each of the three learning styles can be facilitated in a sensory learning experience. Visually, children may be presented with the work of an artist to scrutinise and evaluate. To inspire those who learn primarily through the auditory approach, a video of the designer discussing the processes they used could be played to the learners. Art and Design is primarily a kinaesthetic subject which requires a 'hands on approach', using either practical resources or digital means. Children should be given time to explore the media available to them, using touch to experiment how they can manipulate resources to achieve their desired effect.

It is essential teachers consider a range of desired or potential outcomes, rather than outcome specific success criteria in relation to Art and Design tasks. Teachers should play the role of facilitator and guide, providing the children with what they need, in open-ended tasks that allow for individualised outcomes. At the outset of any Art and Design session, teachers should share the desired learning intentions and make children aware of the visual elements on which they will be focussing. Children should understand they have a shared goal in relation to their learning intentions but reassured that they will each succeed in their own individual way, highlighting the importance of the process, not the product.

Art and Design offers opportunities to develop all strands of the Thinking Skills and Personal Capabilities outlined by the Northern Ireland Curriculum, in particular, Thinking Skills, Problem-Solving and Decision-Making, Being Creative and Working with Others. Experiences and skills should be built upon from the early exploration through play in the Foundation Stage, throughout Key Stage 1 and Key Stage 2. Across the primary years, teachers should offer opportunities for children to explore their creativity individually, in pairs, small groups or in large scale whole class pieces.

The subject co-ordinator will support staff in the teaching of Art and Design across the key stages; sharing with staff the targets outlined on the Art and Design Action Plan and directing teachers to useful resources. The art store will be stocked with resources available to all classes.

## **Monitoring and Review**

Each class teacher will be responsible for implementing the objectives aforementioned and adopting the targets on the action plan. Teachers should observe the processes explored by the children in their class, evaluating both the process and range of outcomes for their group of learners. Reasonable adjustments should be made to ensure inclusion of all learners during Art and Design sessions. The co-ordinator will be responsible for monitoring, evaluating and reviewing the teaching and learning taking place in line with this policy and the yearly Action Plan.

## **Appendices**

### **Appendix 1**

#### **Northern Ireland Curriculum (2007) Statutory Requirements for Art and Design**

##### **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.
- Create and develop ideas using colours, lines, shapes, textures and patterns.
- Talk about own and other pupils' work and how the work was made.

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

- Investigate and respond to direct sensory experience; including visual, verbal, spatial and tactile dimensions, memory and imagination.
- Look at and talk about resource material to stimulate their own ideas.
- Enjoy and appreciate the work of artists and designers and craft workers from their own and other cultures; use what has been viewed as a starting point for their own work.
- Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas.
- Talk about their own and others' work and how it was made, use observations to identify difficulties and suggest modifications.
- Experiment with a range of media, material, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three- dimensional construction.

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

- Engage with observing, investigating, and responding to first hand experiences, memory and imagination.
- Collect, examine and select resource material to use in the development of ideas.
- Look at and talk about the work of artists, designers and craft workers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making.
- Develop their understanding of the visual element of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

- Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions.
- Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.

## **Appendix 2**

### **The visual elements**

- colour
- tone
- line
- shape
- form
- space
- texture
- pattern