

# RED ROSE SCHOOL ART & DESIGN POLICY



All policies are to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap3) and curriculum planning (Sec3 Chap4). This policy outlines the purpose, nature and management of the Art & Design taught at Red Rose School.

## Importance

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

Our curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## TEACHING

The school uses a variety of teaching in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work.

We do this best through small group and individual activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

## **CURRICULUM OPPORTUNITIES**

The curriculum provides opportunities for pupils to:

- √ work independently and collaboratively, taking different roles in teams
- √ explore areas that are new to them, including ideas, techniques and processes
- √ respond to the school's location and local cultural influences
- √ engage with contemporary art, craft and design, working with creative individuals and in creative environments where possible
- √ work with a variety of genres, including contemporary practice
- √ engage in interdisciplinary and multidisciplinary practice within the arts make links between art and design and other subjects and areas of the curriculum.

## **ARTS AWARD**

We are keen to get our pupils involved in the Arts Award. It inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible.

Arts Award can be achieved at five levels, four accredited qualifications and an introductory award.

### **Bronze**

To achieve Bronze, a Level 1 award on the Qualifications and Credit Framework (QCF), young people take part in an arts activity they enjoy, go to an arts event, research their arts inspiration and share their skills with others. Bronze is available to young people aged 11 to 25.

Young people need to plan their work with an adviser and keep a record by creating their own Arts Award portfolio. Their portfolio might be a folder, sketchbook, video diary or a website – it's their preference. Equivalent of grades D-G ( grades 3-1) GCSE

## Silver

Silver Arts Award, a Level 2 qualification on the Qualifications and Credit Framework (QCF). It has two units – Unit 1: arts practice and Unit 2: arts leadership. The Silver award involves achieving an arts challenge, reviewing arts events, researching artists and arts organisations, and delivering an arts leadership project with other people. Young people need to plan their work with an adviser and keep a record by creating their own Arts Award portfolio. Young people can pick their own presentation – this could be a diary, video, website blog – or something different altogether. Silver has been designed for young people aged 14 to 25. There are no entry requirements or set time limit for completing Silver Arts Award. It will take young people around 60 hours to complete their Silver award. Equivalent grades A\* - C (4-9) GCSE.

### **EMBEDDING PERSONAL LEARNING AND THINKING SKILLS (PLTS) - HOW WILL WE KNOW WHEN WE ARE ACHIEVING OUR AIMS?**

In planning for progression, it is important to develop a clear picture of how learners demonstrate PLTS in the context of teaching and learning in art and design and how those skills can raise achievement in this subject. For example, learners may demonstrate that they are:

- ✓ making more personal choices about materials and processes and identifying ways to improve their work, for example by identifying their own questions and planning their own enquiries
- ✓ transferring understanding, for example of a process or concept across different contexts, media and genre
- ✓ extending their skills and understanding, for example by exploring ideas, options and points of view, including their own, with more confidence and creativity, using processes to produce increasingly sophisticated responses