

Meadows Primary School and Nursery

Art and Design Policy

January 2017

Rationale

Art and design is concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements.

Aims

- to develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man made world
- to enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art
- to develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages.

Objectives

- to provide a range of stimulating and creative opportunities which create a framework for success and enjoyment
- to develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- to foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions
- to develop the pupils' capability in developing and expressing ideas through art by visual investigation
- to encourage pupils to evaluate and review their work and that of others, both individually and in groups
- to provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas
- to encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

Principles of Teaching and Learning

Differentiation and special needs

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome.

Breadth and balance

We will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and digital media are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

The study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures,(both western and non-western) will be an integral part of practical art and design activities.

Variety

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings
- record observations and engage in visual investigation
- design and make images and artefacts
- exploring and experimenting with both two and three dimensional materials.

Subject Content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Cross-curricular skills and links

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop pupils':

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects

Pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching.

Art will make a strong contribution to the following cross-curricular themes and aspects:

- information and communication technology
- literacy and numeracy
- the expressive arts
- citizenship
- spiritual, moral, social and cultural development.

Progression can be achieved by:

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- increasing the level of challenge and expectation of achievement
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions

Equal opportunities

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

Health and safety

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately.

Assessment, reporting and recording

Opportunities for assessment will be identified when planning. Children will have regular teacher assessment. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self assessment, as appropriate. Teachers will record key aspects of pupils' progress throughout the year.

Management and administration

The art and design subject managers are responsible for ensuring that schemes of work for art are covered in each year group and across the planning cycles of the key stages. Curriculum coverage will be monitored via the medium term plans for the subject. Risk assessments can be found on the Workgroup.

Role of the subject Co-ordinators

The subject co-ordinators job description is available within school.

Review

The effectiveness of the teaching and learning in art and design will be regularly monitored by the Headteacher and the art and design subject co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated.

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Health and Safety Risk Assessment ~ Primary ART and DESIGN:

This document outlines potential hazards when carrying out art and design both within and outside of the school premises and offers suggestions regarding controlling the associated risks.

Code	Hazard	Risk (H, M, L)	Risk control measures needed	Re-assessed risk (H, M, L)
Classroom Organisation CO01	Inadequate adult supervision	M	<ul style="list-style-type: none"> • Ensure that classroom helpers:- • Are fully informed of any health and safety issues prior to the lesson • Have read and understood the school health and safety policy • Have been instructed in the use of relevant tools and procedures • Are briefed as to exactly what support is needed • Participate in risk assessment procedures with the pupils 	L
CO02	Use of furniture	M	<ul style="list-style-type: none"> • Ensure all furniture is of an appropriate height • Do not use furniture to reach high objects • Remove stools from sawing areas • Encourage children to sit on all four legs of chair/stool 	L
CO03	Classroom storage	M	<ul style="list-style-type: none"> • Ensure materials are stored at a safe height • Ensure that any hazardous tools and 	L

			<p>equipment are stored safely.</p> <ul style="list-style-type: none"> • Ensure that all tools/ materials are clearly labelled 	
CO04	Inadequate demonstration of skills & techniques	H	<ul style="list-style-type: none"> • Show or remind children how to use items of equipment safely • Allow them to practise these skills under close supervision • Involve them in risk assessment procedures 	L
CO05	Size of group	H	<ul style="list-style-type: none"> • If potentially hazardous activities are to be undertaken reduce group size dependent on amount of adult supervision available • Use children as mentors and/or minders wherever possible 	L
CO06	Group activities	M	<ul style="list-style-type: none"> • Try and ensure a safe balance of high and low risk activities • Make sure that high risk activities are adequately supervised 	L
CO07	Classroom procedures	M	<ul style="list-style-type: none"> • Establish consistent routines for setting up and clearing equipment • Have and enforce a clearly understood signal for stopping work and listening to any instructions • Consider the use of a health and safety contract to be signed by child/parent 	L
CO08	Poor organisation of classroom	M	<ul style="list-style-type: none"> • Ensure children know what is and what is not available to them and where to find it • Ensure that all resources needed are readily available and can be reached 	L

			<p>without unnecessary movement</p> <ul style="list-style-type: none"> • Arrange furniture so that children have sufficient space for working and moving around freely 	
E07	<p>Paper clips Drawing pins Paper fasteners</p>	M	<ul style="list-style-type: none"> • Made of metal and can have sharp ends • Keep in containers and store separately 	L
Educational Visits EV01	<p>Failure to notify parents/ Educational Visits Co-ordinator (EVC)</p>	H	<ul style="list-style-type: none"> • Notify your EVC of any proposed visit and follow any school based H&S procedures suggested • Send out a letter to parents outlining the educational value of the visit, seeking their permission and requesting any information regarding specific children's needs, medication, diet, appealing for additional support etc 	L
EV02	<p>Lack of pre-visit for risk assessment</p>	M	<ul style="list-style-type: none"> • Arrange a dry run of the visit to identify risks and appropriate risk control procedures wherever possible • Pay particular attention to safe road crossing points 	L
EV03	<p>Inadequate group supervision</p>	M	<ul style="list-style-type: none"> • Divide the children involved into small groups and assign each group to a responsible adult • Appeal for extra adult helpers if necessary 	L

EV04	Poor briefing of children/adults	M	<ul style="list-style-type: none"> Brief both the children and adult helpers as to what is expected of them 	L
EV05	Conspicuity	M	<ul style="list-style-type: none"> If children are to be outside in poor lighting conditions consider the use of reflective /fluorescent bibs 	L

Food F01	Preparation	M	<ul style="list-style-type: none"> Tie back hair Roll sleeves up, fasten loose clothing Wear appropriate clothing Wear protective overall to prevent damage to clothes 	L
F02	Sharp equipment	H	<ul style="list-style-type: none"> Sharp implements to be washed immediately under supervision Checked and regularly maintained in good order Purchased in accordance with appropriate standards Training for everyone in their safe use Use of fork to slice between prongs Pre-cut hard vegetables on cutting boards Clearly designated 'teacher only' tools Safe and appropriate storage First aid supplies available in food areas 	M
F03	Electrical equipment	H	<ul style="list-style-type: none"> Safely checked and maintained regularly Visual check on leads and plugs Moving parts protected when in use Clearly mark site of mains gas and electricity isolation points 	L

			<ul style="list-style-type: none"> • Fridges and freezers operate efficiently and recommended temperature maintained 	
F04	Dirty electrical equipment	M	<ul style="list-style-type: none"> • Cookers cleaned at suitable intervals including underneath 	L
F05	Cleanliness of work surfaces	M	<ul style="list-style-type: none"> • Cover surface with suitable cloth • Surfaces wiped with clean cloth • Anti-bacterial spray used on surfaces by competent adult 	L
F06	Contamination of equipment whilst working	M	<ul style="list-style-type: none"> • Dedicated sink or bowl for cleaning items used in food technology • Disposal of waste materials into suitable container which can be closed • Bin emptied at end of session 	L
F07	Unsafe floors	H	<ul style="list-style-type: none"> • Floor and floor covering maintained in safe condition • Thorough cleaning at the end of each activity • Immediate cleaning of food spills • Keep floors dry 	L
F08	Food: Purchase and storage	M	<ul style="list-style-type: none"> • Purchased by competent adult • Appropriate storage of food item ie. cupboard or fridge • Attention to use-by dates • Staff awareness of correct use of storage areas eg. fridge 	L
F09	Food: Handling	M	<ul style="list-style-type: none"> • Use of coded utensils to distinguish high risk/low risk foods • Education of children and adults about contamination during food activity • Stored away from cleaning fluids etc 	L

			<ul style="list-style-type: none"> Wash hands before and after use 	
F11	Allergic reaction	H	<ul style="list-style-type: none"> Parental permission letter to highlight any high risk foods or any allergies Ensure no contact with foods hazardous to an individual 	L
F12	Foreign bodies contaminating food	H	<ul style="list-style-type: none"> Hair tied back and cuts covered with blue waterproof dressings, before beginning food activity Supervised hand washing in designated area Sleeves rolled up and clean overall put on children and adults Hat worn where necessary 	L
F13	Contaminated hands during activity	M	<ul style="list-style-type: none"> Hand washing facility available throughout food activity Good hand washing understood and accepted by everyone 	L
F14	Dirty hands	M	<ul style="list-style-type: none"> Hand washing in designated area Liquid soap and disposable towels Competent supervision Warm water available for hand washing 	L
F15	Unsuitable clothing	M	<ul style="list-style-type: none"> Remove all jewellery before beginning activity Wear sensible footwear 	L
F16	Tasting (cross contamination) Solid food Liquid food	H	<ul style="list-style-type: none"> Small hygienically prepared individual portions Ensure no allergic reactions Covered before use on clean plates Dispose of discreetly in waste container (don't spit out) 	L

			<ul style="list-style-type: none"> Use small lengths of clean fresh straws or small containers. Dip into liquid, cover with finger. Take one drop on tongue to taste. Dispose of straw. 	
M02	Plastic as a material	M	<ul style="list-style-type: none"> If plastic is to be cut ensure that appropriate equipment is used i.e. shaper saw, snips or table vice and junior hacksaw. Avoid the use of expanded polystyrene. 	L
M03	Metal as a material	M	<ul style="list-style-type: none"> It is unlikely that the children will need to use metal other than general items such as paper clips or fasteners, aluminium foil or florists wire. If metal is to be cut ensure that appropriate equipment is used i.e. snips or table vice and junior hacksaw. Beware of sharp cut edges. 	L
M04	Wood as a material	M	<ul style="list-style-type: none"> See section on working with wood. 	L
Mouldable Materials MM01	Inadequate adult supervision	M	<ul style="list-style-type: none"> Ensure classroom helpers are fully informed of any health and safety issues prior to lesson. 	L

MM02	Hair and clothing	M	<ul style="list-style-type: none"> • Tie back hair. • Roll sleeves up, fasten loose clothing. • Wear apron/ overall to protect clothes. 	L
MM03	Clay products	M	<ul style="list-style-type: none"> • Ensure all clay, air drying clay, plasticene, play dough is non-toxic. • Read safety instructions on labels and inform children. • Use small enough pieces for children to manage (clay can be very heavy). 	L
MM04	Storage of clay/clay products	M	<ul style="list-style-type: none"> • Store and transport with safety in mind (clay can be extremely heavy). 	L
MM05	Handling	M	<ul style="list-style-type: none"> • Wash hands thoroughly after using mouldable materials. • Remove rings etc. 	L
MM06	Using cutting tools	H	<ul style="list-style-type: none"> • Introduce, revise working skills on use of appropriate tools and how to use them safely. • Consider storage of tools. 	L
MM07	Use of a kiln NA	H	<ul style="list-style-type: none"> • Used solely by adult with knowledge of firing temperatures. • Kiln in designated area cordoned off from children. • Children are not to enter this area at any 	L

			<p>time.</p> <ul style="list-style-type: none"> • Fire clay out of school hours. • Ensure thorough cooling of fired objects before handled by children. 	
MM08	Use of glazes and paints	M	<ul style="list-style-type: none"> • Use only non-toxic glazes and paints. • Consider safe storage and transport of glazes and paints i.e. In an upright position • Cover clothes • Cover surfaces. • Clean brushes after use. 	L
MM09	Home made play-dough	M		

Paper & Card PC01	Paper/Card	M	<ul style="list-style-type: none"> • Use the appropriate thickness for the task • Cut into manageable sheet size • Consider storage of heavy, bulky packages • Use appropriate cutting tools for paper • Introduce or revise cutting skills • Consider classroom organisation 	L
PC02	Straws - paper/solid	M	<ul style="list-style-type: none"> • Cut into manageable sheet size • Consider storage of heavy, bulky packages • Use appropriate cutting tools for paper • Introduce or revise cutting skills • Consider classroom organisation 	L
PC03	Corrugated card	M	<ul style="list-style-type: none"> • Cut into manageable sheet size • Consider storage of heavy, bulky packages • Use appropriate cutting tools for corrugated card 	L

			<ul style="list-style-type: none"> • Introduce or revise cutting skills • Consider classroom organisation 	
PC04	Recycled boxes, cartons, and tubes	H	<ul style="list-style-type: none"> • Containers must be clean, dry and free of irritants • Avoid heavy boxes with large stapled joins • Avoid use of empty toilet rolls. Kitchen rolls or pre bought card tubes are a more hygienic alternative. • Cut into manageable sheet size • Consider storage of heavy bulky packages • Use appropriate cutting tools for corrugated card • Introduce or revise cutting skills • Consider classroom organisation 	L
PC05	Cutting, making holes, joining and scoring and folding.	H	<ul style="list-style-type: none"> • There are many different thicknesses of paper and card. Consider carefully the appropriate tool and method to use 	L
PC06	Scissors	H	<ul style="list-style-type: none"> • Check for defects and sharpen if necessary • Use appropriate type for age of children • Store and transport with safety in mind. • Introduce or revise cutting skills • Consider classroom organisation 	L
PC07	Card drill	M	<ul style="list-style-type: none"> • Check equipment is in working order • Introduce or revise hole punching skills • Use appropriate thickness of card • Protect surface below • Consider classroom organisation 	L

PC08	Belt punch	H	<ul style="list-style-type: none"> • Check equipment is in working order • Introduce or revise hole punching skills • Introduce or revise hammering skills • Use under adult supervision • Use appropriate thickness of card • Protect surface below • Consider classroom organisation 	L
PC09	Craft knife and safety rule	H	<ul style="list-style-type: none"> • Ensure skilful in use of this tool prior to use • Use groove to protect fingers • Be aware of sharp metal corners • Store and transport with safety in mind • Teacher use only or 1 to 1 supervision • Check equipment is in working order • Ensure teacher is skilful in use of this tool prior to use • Introduce or revise cutting skills • Store and transport with safety in mind. • Consider classroom organisation • Use with cutting mat 	M
PC10	Safety snips	M	<ul style="list-style-type: none"> • Check for defects and sharpen if necessary • Use with appropriate age of child. • Store and transport with safety in mind. • Introduce or revise cutting skills • Consider classroom organisation 	L
PC11	Hole punch	M	<ul style="list-style-type: none"> • Check equipment is in working order • Introduce or revise hole punching skills • Use appropriate, thin, resistant materials only • Consider classroom organisation 	L

PC12	Magic cutter	M	<ul style="list-style-type: none"> • Check for defects and replace if necessary • Use with appropriate age of child. • Store and transport with safety in mind. • Introduce or revise cutting/scoring skills • Protect surface below • Consider classroom organisation 	L
PC13	Rotary Cutter NA	H	<ul style="list-style-type: none"> • Check for defects and replace if necessary • Use with appropriate age of child. • Store and transport with safety in mind. • Introduce or revise cutting/scoring skills • Protect surface below • Consider classroom organisation 	L
PC14	Circle cutter	H	<ul style="list-style-type: none"> • Check for defects and replace if necessary • Use with appropriate age of child. • Use under adult supervision • Store and transport with safety in mind. • Introduce or revise cutting/scoring skills • Protect surface below • Consider classroom organisation 	L
PC15	Needle and Thread	H	<ul style="list-style-type: none"> • Count needles out and back in at the end of the lesson • Receptacles for placing pins in • Use largest needle to suit the purpose (or a disposable coffee stirrer) • Use a needle threader • Have a magnet in a plastic bag for collecting spilled needles/pins. 	M

PC16	Pipe cleaners	H	<ul style="list-style-type: none"> • Contain a metal core, cut carefully with strong scissors or snips. • Cut edges can harm skin and eyes if mis-used. 	M
PC17	Papier Mache	M	<ul style="list-style-type: none"> • Use only recommended primary adhesives • Epoxy resin, Super Glue, wall paper paste, spirit based adhesives are NOT allowed in school • Protect clothing and surfaces • Consider storage • Introduce or revise gluing skills • Consider classroom organisation • Children must wash hands after using adhesive. • Read safety instructions on container labels before use and inform children • Do not store wet for long periods of time 	L
PC18	Glue	M	<ul style="list-style-type: none"> • Use only recommended primary adhesives • Epoxy resin, Super Glue, wall paper paste, spirit based adhesives are NOT allowed in school • Protect clothing and surfaces • Consider storage • Introduce or revise gluing skills • Consider classroom organisation • Children must wash hands after using adhesive. • Read safety instructions on container labels before use and inform children 	L

PC19	Paper Fasteners	M	<ul style="list-style-type: none"> Made from metal and have sharp edges Introduce or revise joining skills Store and transport with safety in mind. 	L
PC20	Staplers	M	<ul style="list-style-type: none"> Made from metal and have sharp edges Introduce or revise joining skills Caution used staple are sharp Badly removed / open staples can be harmful 	L
PC21	'Blue tac' or similar	M	<ul style="list-style-type: none"> Store with safety in mind with young children. Although non toxic avoid consumption 	L
PC22	Paper clips	M	<ul style="list-style-type: none"> Made from metal and have sharp edges when opened Introduce or revise joining skills Store and transport with safety in mind. Dangerous if swallowed 	L
PC23	Tape	M	<ul style="list-style-type: none"> Use only recommended primary adhesive tape Consider type of suitable tape for the task - masking, cellulose, waterproof, brown gummed paper, coloured, double sided. Use appropriate cutting tool. 	L
PC24	Drawing pins	M	<ul style="list-style-type: none"> Made from metal and have sharp points Store and transport with safety in mind. Push into soft material when not in use Dangerous if swallowed 	L
Textiles	Allergy to fibres/adhesives	M	<ul style="list-style-type: none"> Check medical condition for whole class, follow up if necessary 	L

T01				
T02	Use of scissors and shears	H	<ul style="list-style-type: none"> • Keep textile scissors marked and stored separately • Teach correct and safe use of scissors • Use scissors appropriate to handedness of child and their ability • Teach correct handling and storage of scissors • Clearly marked 'adult only' scissors • Specialist scissors labelled and their use supervised 	L
T03	Personal injury from a glue gun	H	<ul style="list-style-type: none"> • (Use only recommended low melt glue gun • Check equipment is in working order • Use a glue gun stand • Introduce or revise glue gun skills • Use on a heat resistant surface • Under adult supervision only • Recommended child use Y5 or above, or 1 to 1 with younger children • Allow to cool in a safe place • Consider classroom organisation 	L
T04	Losing sewing needles and pins	M	<ul style="list-style-type: none"> • Count needles out and back in at the end of the lesson • Foam pad with grid for storage/checking • Use largest needle to suit the purpose 	L
T05	Use of sewing machine	M	<ul style="list-style-type: none"> • Close adult supervision 1 to 1 • Children in year 6 and above only • Correctly maintained and checked 	L

W11	Glue gun	H	<ul style="list-style-type: none"> • (Use only recommended low melt glue gun • Check equipment is in working order • Use a glue gun stand • Introduce or revise glue gun skills • Use on a heat resistant surface • Under adult supervision only • Recommended child use Y5 or above, or 1 to 1 with younger children • Allow to cool in a safe place • Consider classroom organisation 	M
W12	Adhesives PVA Wood glue Low melt glue	M	<ul style="list-style-type: none"> • Use only recommended primary adhesives • Epoxy resin, Super Glue, wall paper paste, spirit based adhesives are NOT allowed in school • Protect clothing and surfaces • Consider storage • Introduce or revise joining skills • Consider classroom organisation • Children must wash hands after using adhesive. • Read safety instructions on container labels before use and inform children 	L
W20	Craft knife	H	<ul style="list-style-type: none"> • Teacher use only or 1 to 1 supervision • Check equipment is in working order • Ensure teacher is skilful in use of this tool prior to use • Introduce or revise cutting skills • Store and transport with safety in mind. • Consider classroom organisation 	M

			<ul style="list-style-type: none"> • Use with metal rule and safety mat 	
W21	Safety ruler	M	<ul style="list-style-type: none"> • Ensure skilful in use of this tool prior to use • Use groove to protect fingers • Be aware of sharp metal corners • Store and transport with safety in mind 	L
W22	Staple gun	H	<ul style="list-style-type: none"> • Teacher use only in most situations • 1 to 1 under very strict supervision • Check equipment is in working order • Ensure teacher is skilful in use of this tool prior to use • Caution used staple are sharp • Badly removed staples can be harmful 	M
W24	Spray paint	H	<ul style="list-style-type: none"> • Teacher use only in most situations unless water based paint in use • 1 to 1 under very strict supervision • Store container in secure area • Check original label for instructions on use. • Protect skin with gloves • Set up a well ventilated area for spraying and drying • Consider classroom organisation 	M
W26	Retractable tape measures	M	<ul style="list-style-type: none"> • Check equipment is in working order • Introduce or revise measuring skills • Care needed with recoil of metal into casing. 	L

			<ul style="list-style-type: none">• Store, use and transport appropriately• Consider classroom organisation	
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