

Botanic Primary School Art and Design Policy

1 Introduction

Botanic Primary School is situated near the centre of Belfast, at the end of Agincourt Avenue, and adjacent to the Botanic Gardens Park. The school draws many of its children from the immediate vicinity and many others travel from the Donegall Pass and from slightly further a field. There is a rich diversity in the children attending the school in terms of their ethnic, religious and socio-economic backgrounds. These are very important facts and they are a great advantage when devising our art and design policy.

The fundamental aim of the art and design curriculum is to develop pupils' artistic potential and aesthetic sensitivity to the visual and tactile elements of the world in which they live. Art and Design embodies the key experiences of investigating and realising. All pupils should have opportunities to investigate ideas and materials and to realise their intentions in ways that integrate with these key experiences.

Art and Design activities should be enjoyable. They should provide pupils with opportunities to be imaginative and creative through structured play, and through working individually, in groups and as a whole class. Art and Design activities should 'Involve the children in direct sensory experience that will develop children's visual, spatial and tactile awareness and manipulative skills and promote their self-esteem and confidence. A progressive introduction to the handling of art and design tools, materials and processes will enable children to express their ideas more fully through colour, line, shape, space, form pattern and texture'.(The Northern Ireland Curriculum Primary 2007 p71)

This quotation is very much in line with Botanic Primary School's Mission Statement, which is centred on a holistic approach to every child's education.

Art and Design is taught at Botanic Primary School from P1 to P7, to every child, and it is hoped that it will be an enjoyable subject. The content of the Art and Design scheme for each year is decided between the class teacher and the Art Coordinator ensuring progression and continuity within the year group, key stage and whole school Art and Design Scheme. The work undertaken will be based on the class topics, the requirements of the N.I. Curriculum and the relevant skills. This thorough planning should ensure that each pupil is working to the best of their ability in this subject and gaining a wide range of enjoyable experiences.

2 The Definition of Art and Design

It is regarded traditionally as a practical subject concerned primarily with making things both in a two and three-dimensional way. This view has been widened to encompass a greater variety of creative and expressive experiences within art that will include observing, creating, imagining, experimenting, interpreting, transforming, exploring, communicating, planning and evaluating.

3 Art and Design General Aims

Aesthetic Aims: to develop an understanding and appreciation of the nature and function of art and design within the children's own world and how it connects with cultures, environment and history.

Perceptual Aims: to develop the child's capacity to work both independently and in collaboration with others communicating their ideas visually and verbally.

Technical Aims: to encourage and give the pupils the opportunity to select, experiment with and use materials, processes and technology confidently and appropriately in both two and three dimensions.

Personal and Social Aims: to foster a sense of achievement and self-confidence through art activities and encourage opportunities for communicating with others.

4 Objectives

- To make art an enjoyable and positive experience for the children.
- To provide pupils with experience of different art mediums and techniques and confidence in handling them.
- To provide opportunities for children to develop their artistic skills as they progress through the school. As they mature they are able to make their own choices of medium and technique for a given theme.
- To nurture thinking skills- decision making, problem solving, self-management, team work and being creative.
- To encourage children to look at the world around them in a careful and detailed way so that they can record their observations.
- To introduce them to the work of artists and designers from their own and other cultures both in the present and in the past.
- To provide opportunities for pupils to hypothesise, predict and undertake a range of problem solving activities.
- To make pupils aware that evidence of art and design is all around them, e.g. clothing, furniture design, car design etc. and in many examples around their home and school.
- Provide all children with a sense of achievement through encouragement and through seeing their work displayed and valued.

5 Methodology

The Role of the Teacher

In order to enable pupils to achieve these objectives, as in other subjects, the teacher must fulfil a variety of roles. Just a few of these roles would include that of instructor, as a source of information, initiator and organiser. This would involve careful planning, monitoring and evaluating. In this process the value of enthusiasm and encouragement cannot be underestimated. We aim for calm and inviting atmospheres. Support should be available for pupils to be able to succeed at their own level and to strive for self-improvement.

‘Teaching Art and Design requires a flexible approach on the part of the teacher in order to enable pupils to discover, select and use media as they explore and give expression to their thoughts, feelings, ideas and emotions.’ (Guidance materials p7’)

Classroom Organisation

Within the school at the present time it is mostly the case that teachers take their own art lessons. The teachers will need to organise their own classrooms in the way best suited to the task they are undertaking. They may wish their pupils to work individually, in pairs, in groups or as a class.

- It would be desirable for all pupils to experience both working alone and with their peers.
- To achieve some learning outcomes it may not be practical for all children to be engaged in similar tasks, so two or more activities may be worked on simultaneously by the class.
- Pupils will be made aware of the location of equipment and materials and whether or not they have direct access to them.
- Children need to be taught the correct way to use equipment and teachers have to be diligent to ensure that all work is carried out in a safe way.

Fieldwork in Art and Design

A key element of art and design is that of working from observation, therefore it is obviously very important for the children to be able to exploit our school's position to the full and to utilise all the natural resources that we have just outside the school gate, available to us free of charge, weather permitting! (See page 9b Resources The Local Environment)

In addition to the local environment opportunities are provided at

- Botanic Gardens
- Ulster Museum
- River Lagan
- Queens University

Also to be cost effective many visitors are encouraged to bring interesting artefacts or creatures into the school. These vary from year to year and have included

- Zoo lab
- Musical instruments, Drums, Strings Brass
- Police Dogs,
- Fire engine
- Chinese dragons

Teachers use these experiences for observational artwork and often take photographs to use as reference material when the source has gone. Photographs are also used to enhance wall displays.

A wealth of pictures and photographs can now easily be found on classroom computers and displayed on whiteboards and i-pads.

6 Equality

Equality of opportunity is a fundamental right that must be allowed to all children regardless of race, culture, gender or special needs.

7 Differentiation

Pupils will come to an art and design activity with a variety of abilities and level of skills. Teachers will be aware particularly of the language they use and the needs of some children for reinforcement and further demonstrations of techniques and processes. Individual needs and abilities of pupils will be catered for through tasks varying in difficulty and /or in outcome in as far as it is possible.

It is important that all pupils experience challenge and a measure of success. They need to be confident that some of their work will be displayed. Patience and perseverance are two very important qualities to nurture in the completion of art activities.

Artistically gifted children will need to be given the chance to develop their talent and they should be allowed, when appropriate, to undertake more demanding work, thereby developing their potential to the full.

Classroom organisation may vary from lesson to lesson. Often group work is appropriate and the teacher could chose to place the children in ability groups, mixed ability groups or friendship groups. Art and design can be seen as a good occasion for them to work with a different set of peers.

8 Place of Art in the Curriculum

Links with other subjects

Art lends itself as a subject that interconnects all subjects. It is the policy of the school to integrate art and design into most subjects within the curriculum and to use it as a medium to enhance learning in a wide range of activities, for example the theme of Homes could include all the different processes of artwork. It is the skill of the Coordinator and individual class teacher to devise a scheme of work that will incorporate all the requirements of the art and design curriculum. In Key Stage One many art-based activities will be included in structured play especially the use of construction kits, painting and the use of malleable materials.

Art and design also lends itself to providing tasks that involve many of the thinking skills. For example if a class makes castles in small groups it will involve finding out information about castles before they start, think and make decisions about their design, problem solve how to make the construction stay together, work together in a team by deciding on team members roles, manage themselves to do their part and to be creative about their finished model. Having the built castle the children have also learn a great deal about castles and are really motivated and excited to share their findings. They have a setting that will form the backdrop for an exciting story which could be written by hand or on the computer or with photos on the i-pad!

It is also recognised that specific skills relating to art need to be taught in a systematic and varied way. It is our intention that every year group will allocate at least one hour specifically to art and design incorporating the five key experiences. These are usually studied within the designated timetabled art lesson.

Art that is linked to other areas of the curriculum will be encouraged and will require extra time.

Links between the School and the Community

Links between the school and the community can be considered good when

- Practising artists, sculptors and designers contribute regularly to the pupils' learning;
- The pupils visit galleries, museums, design studios and where relevant, local industry; Many year groups attend Workshops at the Ulster museum
- The pupils are given the opportunities to display their work in venues outside the school. Recently the children have produced a displays at the Ulster Hall, Belfast hospital and a mural along the Stranmillis Embankment. Artwork can also be showcased to the community and parents through our school website.
- The pupils have opportunities to participate in inter-school and community projects and competitions.

Through our art and design scheme of work we aim to encourage the above.

8a Themes

	<i>AUTUMN TERM</i>	<i>SPRING TERM</i>	<i>SUMMER TERM</i>
<i>Primary All</i>	<i>Autumn Halloween Divali (festival of light) Christmas Botanic Park</i>	<i>Winter/ Snow Chinese New Year Spring Easter Saint Patrick</i>	<i>Summer Holidays Botanic Park</i>
<i>Primary 1</i>	<i>Myself Nursery Rhymes Hot + cold weather</i>	<i>Fairy Tales Space</i>	<i>People who help us</i>
<i>Primary 2</i>	<i>Myself Toys Elma the elephant</i>	<i>Winter Food Living Things</i>	<i>Holidays Kipper</i>
<i>Primary 3</i>	<i>Our School Celebrations Owl who is afraid of the dark</i>	<i>Houses + Homes Change</i>	<i>Transport Charlie and the chocolate factory</i>
<i>Primary 4</i>	<i>Hedgehogs Castles/Native American Indians Polar Regions Wizard of Oz 101 Dalmatians</i>	<i>Children In WW2 Lion the Witch and the Wardrobe Ancient Greece</i>	<i>Modern Greece Mini beasts Treasure islands</i>
<i>Primary 5</i>	<i>Electricity Ancient Egyptians BFG</i>	<i>Water Stig of the dump</i>	<i>Local Study Belfast Charlottes Web</i>
<i>Primary 6</i>	<i>Vikings Pirates</i>	<i>Rain Forest Kensuke's</i>	<i>Space Swifts</i>

		<i>Kingdom Harry Potter</i>	
<i>Primary 7</i>	<i>The body Holes</i>	<i>Victorians Australia Impact</i>	<i>Ancient Egyptians Titanic Hatchet</i>

9 Continuity and Progression

In order to ensure that there is continuity and progression in art and design reference grids are available for all teachers so that they can see the agreed types of activities they are aiming for with their class and where they fit in with the overall school picture. These activities progress sequentially as it is recognised that no two classes have exactly the same artistic ability.

Schemes of work will include pupils having a broad experience of materials, techniques and also opportunity for development of learned skills and techniques.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Primary 1		Van Gough Look at his work Copy- say what they like about them	
Primary 2	<i>Kandinsky</i>		Henri Rosseau
Primary 3	<i>Paul Klee</i>	Van Gough - Bedroom <i>Sunflowers</i>	Monet Steam Train
Primary 4	<i>Edgar Degas</i>	Lowry The Playground	Matisse - The Snail Damien Hurst- butterflies
Primary 5	Monet	Liberty	<i>Belfast artist</i>
Primary 6	Colin Middleton's	Keith Haring GRAFFITI ART	Henri Rosseau
Primary 7	Paul Klee Clarice Cliff- Bizarre (pottery tea-pots)	Aborigine art Johnny Bulunbulun <i>John Luke</i>	Picasso <i>William Morris</i>

Materials, Tools and Processes

	Painting & Drawing	Printing	Textiles
Primary 1	Thick & thin brushes conkers Light& dark Lines with pencil chalk crayon, chalk & pastels	Potato, carrot, apple Sponge onto things Hands prints Symmetry- folding Fire engine# Flowers People printing	Fairy tale characters Cotton wool on snow- Paddington Sheep on bubble wrap
Primary 2	Snowmen Blackberries, plants Elephants Flowers Seaside	Autumn leaves Farm animals Bark rubbings Fruit prints Sea printing	Elma Tiger collage
Primary 3	Wavy lines filled space Owls Van Gough Spring flowers School Snowscenes/snowmen	people prints Coin rubbings Farm grass, flowers Brick pattern Transport printing Wheels	Houses Sewing felt butterflies Pompoms
Primary 4	Lowry paintings Portraits Hedgehogs Still life Trees in blossom/fall Story characters Greek temples beaches	Autumn leaves prints –made into trees Butterflies Pattern types People symbols Finger printing	House collages Harvest mice Stained g window Plates Spring sewing Picture collage
Primary 5	Eifel Tower Electricity pylons Belfast Portraits / Explorer ships Monet Water/rain pictures Tiffiny style	Printing repeat pattern with objects Simple block print Sarcophagus printing	Create mats- using wool Felt fish Clothing + materials
Primary 6	Weather paintings Fauvism Sunflowers Pirate ships trees	print pictures- tigers Block print- Christmas card designs	Armadillos weaving
	Line painting	Printing with rollers +	Titanic

Primary 7	Titanic- Victorian Aboriginal Art Portraits Snow scenes/animals	polystyrene Finger print Christmas cards	Weaving Victorian clothing Wallpaper designs William Morris
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Materials, Tools and Processes

	Malleable	3D Construction	ITC
Primary 1	Dough clay Rolling, squeezing Shaping, flattening Boats Ginger bread men Humpty dumpty Christmas shapes	Lego, stickle bricks, Mobilo- cards or own Spiders, daffodils Fire engines Aliens	
Primary 2	Food models Dough- structured play Pots Clay animal divis	Stickle bricks Sand shapes Lego castle	
Primary 3	Plasticine Clay or dough Pinch pots Giants causeway Flat houses	Fun straws houses Meccano Cars + aeroplanes	
Primary 4	Thessaloniki Tower Clay hedgehogs Plasticine models Towers Dough tree decoration	Art straw flowers snowmen Lego-houses, cars Figures , castles Narnia lands Indian village Santa & Sleigh	Colour magic Design Greek Temple WW2cover WW2 posters
Primary 5	Clay plates with Fish or Belfast	Belfast models Monsters/cute	
Primary 6	Dough work-names Clay- Viking broach	Viking longboats Bridges Space ships Christmas flowers	
Primary 7	Titanic Life boats Rolled bowls	Large masks Models of Titanic Models from recycles materials	

10a Resources

Materials

At the present time it is the policy of the school for each teacher to order their own art stock and the **-art coordinator has extra equipment and sets of certain items**. Most teachers ~~keep their own collection for junk modelling~~ **will collect their own boxes when they need them for making models**. We do have a card for the Art-workshop and find their resources a great asset.

Paints - block, poster, powder and ready mixed

Pencils lead (hard, hb. and soft b)

Coloured various thicknesses

Crayons many types-thick & thin. Plastic

Pastels soft chalky pastels coloured chalks

Oil Pastels a class set

Pens felt fibre & broad calligraphy pens

Inks brusho inks

Clay new clay, old clay too

Plasticine

Charcoal

Paper different coloured & thickness card, tissue paper, crepe paper cellophane, sugar paper, kitchen paper, white paper, wall paper.

Paint brushes wide variety of types & sizes

Block paints and liquid paints in sets

Paint pallets and mixing trays

Glue P.V.A. (for heavier sticking & varnishing) Wall paper paste, pritt sticks, glue guns

Material scraps for collage, some felt, some squares for sewing.

Threads many & various

Wool for sewing with

Wood some for technology

Plasticine

Salt Dough made as required

Art Straws white and coloured

Tools and Equipment

Clay Equipment- boards, cutters, rolling pins, sculpting tools, cheese wire,

Technology Tools saws etc

Printing Equipment- rollers, inks trays, sharp knives. Sets of some premade blocks.

Glue gun

10b Local Environment

Belfast Botanical Gardens

The school borders onto the park and it is without doubt our most well used resource. It provides most classes with the perfect backdrop for work throughout the year on the seasons. Classes either bring back a wealth of objects to draw, paint, and use for collage work or for printing, or they stay in the park to observe trees, flowerbeds or children playing in the playarea.

Use is also made of The Tropical Ravine ~~when it reopens~~, the Glass House and the bowling green.

Ulster Museum

As the museum is situated in the Botanical Gardens it is within walking distance and thus is utilised effectively, for example, galleries are used to provide artefacts for the children to sketch like the Egyptian, Viking and Early Man Exhibitions. Classes also attend specific talks on subjects like birds, vertebrates and coins. At times the Museum lends us cases of birds, for example, to observe and draw at school.

The various art galleries are also used and all classes enjoy lessons taken by the Museum staff.

There are also at least three sculptures outside the Museum all of very different mediums and styles.

River Lagan

The river flows past our school and can be seen best from the school balcony from where the children can paint or draw it in safety.

Queens University

The splendid Victorian Lanyon building is very close to the school and provides a challenge for all artists.

Local Housing

There is a rich diversity of buildings close to the school including the large Victorian homes in Rugby Road, the terraced homes in Carmel Street and the student accommodation in Agincourt Avenue and the shops of the Ormeau Road.

10c Resources

Books in Library

There is a good selection of books in the school library and the stock is continually updated. Teachers are encouraged to use the books and are reminded to replace books after use, as there is often only one copy of each book.

Laminated pictures

- 1 The collection is growing and there are pictures of animals, portraits, people, seasons, weather and by famous artists.
- 2 Quite a number of these have suggestions and ideas on them as to how they could be used by the teacher.
- 3 These will be kept in the central store.

Visualise

- 1 This is a teacher's resource that has been provided by the board. It is an A3 folder full of photographs of famous artwork both two and three-dimensional. It gives suggestions of how the photographs could be used to stimulate artwork in the classroom.
- 2 This will be kept in the central store.

Displays

- 1 We aim that displays will be attractive, stimulating and show the children's work in the best light.
- 2 Each class has a notice board along the front corridor. Teachers update them regularly. We aim that if appropriate work is mounted and that each display has a title.
- 3 There are many additional notice boards outside and inside classrooms which are the responsibility of the class teacher and we aim where possible to display a piece of every child's work.

Samples of work

- 1 The coordinator is collecting samples of the children's artwork so that there will be examples available of different mediums, techniques and themes. (See large white file and folder Art and Design on line. Every class has contributed to this resource and that it will help to stimulate new ideas.
- 2 The sample will also provide evidence of the range of work and the progression that occurs in art and design as children move through the school.

Art Gallery

One noticeboard has been designated as a board for the art coordinator to use as the botanic art gallery. During the term teachers send any child who has excelled themselves completing a piece of artwork and it will be displayed on the board. It may be placed in a special book too. This board will also be used to display art competition winners' work. At times this

could be one from every class or it could be used to display all the children who entered the competition so that all children who enter can know that their work is appreciated.

11 Assessment

Pupils are constantly encouraged to evaluate their work and that of others. This assessment should be voiced and aided by appropriate questioning from the teacher. At the end of a lesson or on the completion of a piece of work, the concluding activity could involve pupils looking at the class work as a whole and being encouraged to constructively comment on their own and others work. They should discuss how it was made and discuss any difficulties that they experienced. The children could put forward how this activity could be improved. Some children find this extremely difficult especially among some of their peers but if it is started early in their schooling, and with appropriate guidance from the teacher, these problems can be overcome.

Teacher assessment should be on going and compares a pupil's work with their own previous work, work of others in the class and the requirements of their particular level.

Each teacher will keep samples of children's work as evidence of the range of work covered in their particular class. This is additional to the samples of work kept by the co-ordinator illustrating progression and continuity of art and design at whole school level.

The coordinator and teachers have also been keeping photographic evidence of some of the artwork and displays throughout the school.

12 Homework

This will be in line with the school policy on homework. The class teacher, or the co-ordinator, if appropriate will give Art and Design homework.

13 Policy Review

This policy will be kept under constant review. It will be modified if necessary to meet changes in the curriculum. The overall program will be evaluated at staff meetings, both formal and informal, and if problems are identified appropriate action will be taken. Policy will be passed to SMT for acceptance and then to the Board of Governors

9b Progression of skills

	Malleable	3D Construction
Primary 1	Free play-pulling, twisting Exploring salt dough & clay Making marks with tools Using pastry cutters	Mobilo-copy cards /free Lego models Copy teacher's model-spider Tend to make things then decide what they are.
Primary 2	Adding details-rolling Pressing Making sausages using wet/dry clay Experiment with salt dough	Begin process of suggesting what they might like to try to make. Still need to be imaginative about the end result!
Primary 3	Roll slab of clay Making clay tiles Use tools to make imprints Textures-push clay through sieve or garlic press. Pinch pots	Plan in head or with simple picture before beginning model.
Primary 4	Extend clay tile –3D form by adding clay on + engraving Use 2 pinch pot together to make 3D head Use of plasticine	More formal approach, draw plan and then try to make. Could begin with similar indiv. models progress to more original pieces.
Primary 5	Coil pots 3D form of man-queue Experiment with texture + pattern by pressing into surface with diff objects	Often linked with topic + science work. Could be in groups beginning with brainstorming then design +plan. Diff techniques taught
Primary 6	Slab of clay + on- window design Modelling skills- pulling out + on. Coiling, rolling coils for 3D models use of salt dough + cutters	Children given task + method + materials suggested. Ch. able to interpret in own way. Skills develop with experience. Design plan encouraged
Primary 7	Using skills decide which material would be most appropriate for task + chose techniques +style	Given task children should be able to design + decide best way to make + chose which method to use.

9a Progression of skills

	Painting	Drawing
Primary 1	Use variety of brushes + p. Able to recognise colours Hold brush correctly Able to control brush	Hold pencil correctly. Gradually improve pencil control Ability to use pencil, crayon- thick + thin, pencils Chalks
Primary 2	Able to chose correct brush for task. Use different types of paint. Use of thin brushes Use of block paints	Able to make thick + thin lines, hard + soft, straight +wavy Observational drawing Use of chalks
Primary 3	Know primary colour Able to mix colours and describe how they are made Experiment to mix + match + change colours.	Simple shading for darkest place + lightest. More details added. Use of charcoal
Primary 4	Know how to lighten +darken colours. Mix colours for purpose- skin colour e.g. Horizon meets sky.	More realistic observational drawings Know how to use a wider range of tones Use of HB. +B pencil
Primary 5	Know primary colours mix to make secondary colours. Foreground + background Perspective Correct proportion portraits	Order tones of colour from light to dark + monochrome (black/grey/white) Experiment to find the different qualities of lead types 3B-3H
Primary 6	Know about warm + cold colours. Match colours mixed to subject	Correct proportion of human form Aware that tones in f.ground + b.ground create illusion of distance
Primary 7	Appreciate that colours can express moods + feelings.	Correct proportion of some animal forms Be aware of composition Organise foreground, middle ground +background

9c Progression of skills

	Printmaking	Textiles
Primary 1	Given form onto paper Arrange freely Use for purpose- trouser pattern. Mono-print onto table	Using cut material for picture Adding feathers, cotton wool Large collages +individual
Primary 2	Random prints Begin pattern- single repeat then try alternating. Leaf printing Bark rubbings	Pre cut materials but chose how to use. Notice different textures Use of pasta + lentils
Primary 3	Coin rubbings Repeat prints using natural shapes-vegetables or fruit. Pattern using 2-3 colours. Printing onto a picture	Paper weaving basic Look at variety of fabric- think of properties +uses Stitching running stitch X2 on felt butterfly
Primary 4	More advanced patterns / colours (3x3) Make placticine blocks	Paper weaving variety Basic stitching on paper plate. Weaving paper try wool
Primary 5	Make own blocks Use of many textures to make picture Investigate patterns	Weaving with wool -mats Continue stitch work on felt fish Look at variety of fabric- think of properties +uses
Primary 6	More intricate block + pattern. Paisley patterns. Design paper bags.	Weaving-countryside Make/stitch- Tie + dye Batik—.
Primary 7	Use of polystyrene blocks Use rollers + inks	Able to chose most effective way of illustrating given theme using all skills. e.g. Titanic pictures with fabric.