Sandwood Primary School



Art & Design Position Statement









At Sandwood Primary School we are revisiting our Art & Design Programme. We will be trialling the Borders Art Pack and will be developing planners to reflect this resource.

We will continue to make appropriate links through our Inter disciplinary Learning. We refer to the appropriate CfE Es and Os to plan lessons. (Existing planners attached – Appendix A)

We aim to have an updated policy and planners in place by June 2016.



Art and Design

Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Art and design concepts

For example, space, scale, proportion and perspective.

Art and design technology

For example, computer software, photography, moving image media and screen printing.

Design brief

A written plan that identifies a problem to be solved, its criteria and its constraints. The design brief is used to encourage consideration of all aspects of a problem before attempting a solution.

Design process

A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve a problem. The process involves: investigation, development of ideas, production of solution and evaluation of solution.

Expressive

Activities involving the expression of personal ideas, thoughts and feelings in visual terms. This could include drawing, painting, sculpture, printmaking and photography.

Form

External three-dimensional outline, appearance or configuration of something that could be, for example, solid, transparent, rigid, flexible.

Medium/Media

Tool(s) for creating and presenting in art and design, such as chalks, drawing inks, gouache, acrylics, fabric dyes, printing inks, sculpting materials, jewellery metals and materials, and digital media, including photographs and moving image media.

Visual elements

The basic elements (building blocks) in art and design activities – line, shape, form, colour, tone, pattern, texture.

ART & DESIGN

EARLY LEVEL



PRIMARY: SESSION: [*]	TEACHER:
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Experience/Outcome	Block	Context & Development
I have the freedom to	BLOCK 1	
discover and choose	BLOCK 2	
ways to create images	BLOCK 3	
and objects using a	BLOCK 4	
variety of materials.	BLOCK 5	
EXA 0-02a		
I can create a range	BLOCK 1	
of visual information	BLOCK 2	
through observing	BLOCK 3	
and recording from	BLOCK 4	
my experiences	BLOCK 5	
across the curriculum.		
EXA 0-04a		
Inspired by a range of	BLOCK 1	
stimuli, I can express	BLOCK 2	
and communicate my	BLOCK 3	
ideas, thoughts and	BLOCK 4	
feelings through	BLOCK 5	
activities within art		
and design.		
EXA 0-05a	DI 001/ /	
Working on my own	BLOCK 1	
and with others, I use	BLOCK 2	
my curiosity and	BLOCK 3	
imagination to solve	BLOCK 4	
design problems.	BLOCK 5	
EXA 0-06a	DI 001/ 4	
I can respond to the	BLOCK 1	
work of artists and	BLOCK 2	
designers by	BLOCK 3	
discussing my	BLOCK 4	
thoughts and feelings.	BLOCK 5	
I can give and accept		
constructive comment		
on my own and		
others' work.		
EXA 0-07a		

ART & DESIGN

FIRST LEVEL



PRIMARY: ___ SESSION:____ TEACHER:____

Experience/Outcome	Block	Context & Development
I have the opportunity to	BLOCK 1	
choose and explore a	BLOCK 2	
range of media and technologies to create	BLOCK 3	
images and objects,	BLOCK 4	
discovering their effects	BLOCK 5	
and suitability for specific	BLOOKO	
tasks.		
EXA 1-02a		
I can create and present work using the visual	BLOCK 1	
elements of line, shape,	BLOCK 2	
form, colour, tone, pattern	BLOCK 3	
and texture.	BLOCK 4	
EXA 1-03a	BLOCK 5	
	DI OCIA	
I can create a range of	BLOCK 1	
visual information through	BLOCK 2	
observing and recording	BLOCK 3	
from my experiences	BLOCK 4	
across the curriculum.	BLOCK 5	
EXA 1-04a	DI COIC 4	
Inspired by a range of	BLOCK 1	
stimuli, I can express and	BLOCK 2	
communicate my ideas,	BLOCK 3	
thoughts and feelings	BLOCK 4	
through activities within	BLOCK 5	
art and design. EXA 1-05a		
	BLOCK 1	
I can use exploration and	BLOCK 2	
imagination to solve design problems related	BLOCK 3	
to real-life situations.	BLOCK 4	
EXA 1-06a	BLOCK 5	
I can respond to the work	BLOCK 1	
of artists and designers	BLOCK 2	
by discussing my thoughts and feelings. I	BLOCK 3	
can give and accept	BLOCK 4	
constructive comment on	BLOCK 5	
my own and others' work.		
EXA 1-07a		

ART & DESIGN

SECOND LEVEL



PRIMARY: ___ SESSION:____ TEACHER:____

Experience/Outcome	Block	Context & Development
I have the opportunity to	BLOCK 1	·
choose and explore an	BLOCK 2	
extended range of media	BLOCK 3	
and technologies to create images and objects,	BLOCK 4	
comparing and combining		
them for specific tasks.	BLOCK 5	
EXA 2-02a		
I can create and present	BLOCK 1	
work that shows	BLOCK 2	
developing skill in using the visual elements and	BLOCK 3	
concepts.	BLOCK 4	
EXA 2-03a	BLOCK 5	
	BLOCK 5	
Through observing and	BLOCK 1	
recording from my	BLOCK 2	
experiences across the curriculum, I can create	BLOCK 3	
images and objects which	BLOCK 4	
show my awareness and	BLOCK 5	
recognition of detail.	BLOCK 5	
EXA 2-04a		
Inspired by a range of	BLOCK 1	
stimuli, I can express and communicate my ideas,	BLOCK 2	
thoughts and feelings	BLOCK 3	
through activities within art	BLOCK 4	
and design.	BLOCK 5	
EXA 2-05a	BEGGING	
I can develop and	BLOCK 1	
communicate my ideas, demonstrating imagination	BLOCK 2	
and presenting at least	BLOCK 3	
one possible solution to a	BLOCK 4	
design problem.	BLOCK 5	
EXA 2-06a	BLOOK	
I can respond to the work	BLOCK 1	
of artists and designers by discussing my thoughts	BLOCK 2	
and feelings. I can give	BLOCK 3	
and accept constructive	BLOCK 4	
comment on my own and	BLOCK 5	
others' work.	DLOOK 3	
EXA 2-07a		