

Sandwood Primary School



Art & Design Position Statement





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: _____

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

ART & DESIGN

FIRST LEVEL



PRIMARY: _____ SESSION: _____ TEACHER: _____

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

ART & DESIGN

SECOND LEVEL



PRIMARY: _____ SESSION: _____ TEACHER: _____

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