

This philosophy informs all of our work.

Policy Statement

The Art and Design Department fulfils an important role within the aims of the School and Community College. The work of the department centres on the development of each pupil's and student's aesthetic awareness, emotional growth, intellect and ability to solve problems. We are also concerned that our work helps students to work together co-operatively, to be rational in discussion, to be critically aware and informed of their cultural, social and natural environment.

Through the department's organisation, its scheme of work and method of delivery, it aspires to:

- (a) develop respect for self and others, whatever sex, race, religion or way of life.
- (b) help pupils and students understand the vital role that Art and Design - including graphic design, textiles, photography, film, TV, architecture and crafts - play in the formation of the economic and cultural structure of society and in its values and morality.
- (c) teach pupils and students about the individual contribution that they and others can make in shaping the society we live in, through Art and Design activities.
- (d) promote personal qualities of confidence and responsibility for their actions.
- (e) encourage all pupils, regardless of social, physical and environmental disadvantages.

At all times, the content and manner of teaching in the department will enable purposeful learning to take place, with due regard to the age and ability of pupils and students.

We promote enjoyment and satisfaction in undertaking tasks and successfully completing them.

We endeavour to promote a relationship of trust between teacher and taught, so that both can achieve their aims and so that pupils can grow emotionally in a stable environment.

The department promotes continuity in its work. Members of staff take particular care to consider what pupils and students have previously experienced, and what they can expect in future work. Concern is also made to ensure that other curriculum areas are complemented and reinforced through the work of the department.

The Contribution of Art and Design

The purpose of art and design activities in schools is widely misunderstood. It is not merely to train skilful painters, printers, potters, graphic designers, industrial designers or knowledgeable historians of art and design; these are important by-products for the more able and motivated, and have vocational relevance, but cannot be our central concern for the majority of pupils.

What marks the particular contribution of Art and Design in the secondary curriculum is that it emphasises the skills and understandings rooted in the senses of sight and touch. The department provides pupils with the tools: practical, sensory and intellectual tools, by which they can become more of a person and make more of their experience. These tools are those of perception, effective discourse, knowledge, and above all of artistic and aesthetic sensibilities and the personal values attached to them.

Pupils vary in their ability to acquire, develop and use these "tools" - and Art teachers must be sensitive and skilful enough to use different approaches to meet all pupils' abilities, attitudes and needs. While we are all proud of the artefacts of high quality that are produced through our work, we are also concerned that the process by which they are produced has educational value.

Few activities are as concentrated or fruitful as Art and Design in inculcating a sense of quality and style, or a realisation of personal satisfaction and achievement. We fully recognise this in our work and do all

we can to promote it.

Therefore, the Art and Design Department fully realises the importance of good teaching methods and styles. There is a balance between theoretical study and practical activity, and appropriate use of negotiated curriculum. It is important to provide pupils and students with a sense of personal achievement, often through tangible end products. There must be good social and personal education, recognising the power and significance of co-operation and team work.

The Art and Design Department also lays great stress on the education of pupils in the knowledge of work about artists and designers, both past and present, and in the ability to be articulate in the judgements they make about them. We encourage pupils to be critical of the visual qualities of television and film, as well as other mass media, and to understand the meanings implicit in them. We relate developing sensibilities to the world outside the Art room, both by visits to galleries and other locations, and by ensuring that relevant connections are made in our teaching.

We are therefore concerned that the work of the department reinforces and complements the work of other departments. The curriculum as a whole must be actively sought and made. Links should exist between Art and Design, and English, with CDT, with Home Economics (especially Textiles), with Religious Education (the spiritual side of art), with History and Geography, and with personal, social and moral education. There are positive benefits in links with the sciences, and with those subjects, such as music, drama, poetry and dance, that form the other expressive arts in the curriculum.

Art and Design education involves pupils in the analysis of problems of function and the way in which solutions to these will be found. It stresses and illuminates the inter-relationship of the visual and functional aspects of artefacts, and pupils will be engaged in making graphic designs, videos, product designs such as packaging, and in communication exercises. These activities and other similar ones are the element that draws together the social, economic, technical and aesthetic factors in understanding contemporary society and its values as expressed in the arts.