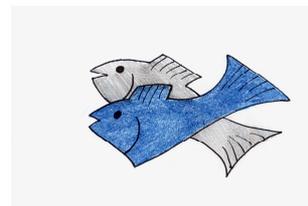


# WHITFIELD ST JAMES CE © PRIMARY SCHOOL

## Policy for ART

Autumn 2014.



*Involvement, Enjoyment, Achievement*

### Introduction

- This document is a statement of the aims, principals and strategies for teaching and learning of Art.
- It was developed during the Autumn of 2014 through a process of consultation with teaching staff and governors.
- It was approved by the governing body in September 2014
- This policy was reviewed in September 2014 in accordance with the schedule for the review of this, and all other, policy documents as set out in the school's Development plan. A further review will be actioned in 2016

### What is Art ?

Art & Craft plays an important part across the whole school curriculum. It is cross-curricular and every subject uses it for visual imagery. It provides all children with opportunities for observation, personal responses to stimulus and imagination, and awareness of the creative possibilities of materials.

This Policy reflects the School's values and philosophy in relation to the teaching and learning of Art. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The Policy should be read in conjunction with the Scheme of Work, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents; inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the School Office.

### Aims

At St. James' we aim to provide a rich environment which will arouse curiosity and heighten children's visual and tactile awareness, and stimulate creative activity. Through first hand experience and direct observation, children are encouraged to make a personal response using an increasing "vocabulary" of symbols and media.

Art is a foundation subject within the National Curriculum. Through the teaching of Art we aim to:

- provide pupils with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form,
- encourage the development of imagination, original thought and personal expression,
- enable children to become visually literate by understanding Art as a visual and tactile communication and to develop their ability to appreciate and evaluate images and artefacts,
- develop pupils' aesthetic awareness and enable them to make informed critical responses about their work and that of others,
- encourage children to value the contribution made to their world by artists, craft workers and designers from many cultures,
- help children develop socially through collaborative working,
- provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or ability.

- Provide opportunities to promote and heighten children's self-esteem.

How do pupils learn Art?

The above aims are consistent with our School's philosophy and take account of the National Curriculum.

The school follows the QCA scheme of work which contains full details of the learning stages of Art. There are six different areas which pupils will have opportunity to experience: drawing, painting, collage, printmaking, sculpture, and textile work. At the Foundation Stage these 6 areas are covered through experience and exploration, as part of the Expressive arts and Design element.

Art makes a significant contribution to the creative development of the child by allowing them to explore colour, shape, texture, form and space, responding to what they see, touch and feel and express their ideas by using a widening range of materials and tools. It further supports the other areas of the curriculum through the choices the children make and the exploration and language.

The Art Curriculum is organised into topics at Key Stage Foundation and units at Key Stages 1 and 2. There are opportunities for single subject study, integration with other subjects and the development of cross curricular themes, dimensions and skills. The Scheme of Work specifies suggested learning activities, which are sequenced to ensure logical progression.

Teachers at all Key Stages will need to plan tasks around the QCA Scheme of Work which are relevant to all their pupils. They are taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences; teacher prepared materials, practical tasks for children, educational visits, art packs, and other resources.

Children will also be given opportunity to evaluate and respond to art, craft and design. All children will be given opportunity to develop their I.T. skills using various graphics software packages.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards and risk control;
- To recognise hazards, assess the immediate and cumulative risks and take steps to control the risks to themselves and others;
- To use the information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

Planning the Art Curriculum

Planning is the responsibility of the Class Teacher together with help from the Art Co-ordinator. Planning is used to:

- \* set clear achievable goals;
- \* ensure work is matched to pupils' abilities, experience and interests;
- \* ensure progression, continuity and subject coverage throughout the school;

As the Class Teacher plans the teaching of Art, they should consider how the curriculum will be differentiated. Consideration should be given to:

- pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities;

- resources, e.g. different equipment for different levels of ability;
- pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability;
- other opportunities, e.g. extra-curricular activities, club links and interest groups, for the development of excellence.

Differentiation by task is achieved when pupils, who are pursuing the same part of the Programmes of Study, are given a range of different but related tasks according to their levels of ability. Differentiation by outcome is achieved by setting tasks which are suitable, and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.

Teachers' written curriculum plans will be monitored by the Art Co-ordinator and Head teacher, who will also provide support where necessary.

#### The Role of the Art Co-ordinator

The Art Co-ordinator is responsible for the development and monitoring of the Art Curriculum. He/she plans work with teachers and reviews and contributes to their planning. He/she is responsible for updating the School's Policy and Scheme of Work, and Subject Development Plan for the School Development Plan.

He/she assists staff by leading staff meetings; planning and leading in service training activities; providing consultancy and advice; supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

In monitoring and evaluating he/she analyses pupils' access to the subject; reviews teacher's plans and observes classroom practise.

#### Resources and Accommodation

There is no central store for art materials at the moment but resources are located in classrooms. The Art Co-ordinator is responsible for the maintenance and review of these Art resources.

Art work is carried out in all classrooms, mainly within their own art area. Nursery Nurses, Teaching Assistants and parents may all be involved in Art activities.

#### Equal Opportunities

All Children have the same access to Art activities regardless of their gender, race or cultural background. All pupils will also study Multicultural art.

#### Special Educational Needs

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in Art and Craft lessons. It is the responsibility of the Class Teacher to ensure that any special equipment needed for a lesson is available to such children. If teachers require any special art equipment other than large and small paintbrushes and left handed scissors they must bring this to the attention of the Art Co-ordinator and the Special Needs Co-ordinator.

It is important to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their fine motor skills and helps to change feelings of disaffection, under-achievement and low self-esteem. At times it may be appropriate to have the support of a Classroom Assistant to help with the management of a particular child during Art and Craft. If this is the case, it is preferable to have the Assistant working with a group of pupils, which includes the child who needs the support. Everything should be done to avoid highlighting the disabilities of any particular child.

### Time Allocation

Art is taught both through art specific activities and through other subjects. Therefore during the periods when Art is taught through other subjects it will receive more teaching time.

### Classroom Organisation and Teaching Style

Within classes pupils are taught as a class, within a group and individually according to the learning task. A variety of appropriate teaching styles are employed for each lesson.

### Assessment and Record Keeping

Ongoing teacher assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match the tasks set to the abilities and needs of the pupils as they progress. Assessments use a variety of evidence. These may be based on professional judgement, moderated work, discussions, and are in relation to the Schemes of work and National Curriculum. Records of art work in the form of photographs and samples of a range of work are also kept by the Art Co-ordinator. Pieces of art work may also be kept in pupils' Records of Achievement.