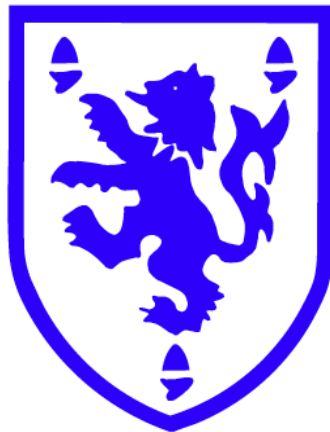


Atwood Primary School

Art Policy



Written: November 2011
Approved: December 2011
Review Date: November 2014
(or to meet new legislation and practices)



Policy for Art and Design

ART is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Art education has two strands: creation and evaluation. The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of Art in society.

Aims

OUR AIMS IN TEACHING ART are that all children will build upon their natural pleasure in visual communication to:

- find enjoyment in creative Art and see themselves as artists
- find a sense of purpose, achievement and fulfilment in artistic expression within a multicultural society
- appreciate and evaluate the work of a range of artists from their own and other cultures
- develop skills to use a range of materials and techniques competently
- feel able to express their ideas and feelings through imaginative creation in both two and three dimensions
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others

Principles of Learning

ART is important because:

- artistic creation is a pleasurable activity which can provide fulfilment throughout life
- artistic observation heightens perception
- knowledge of the work of a range of male and female artists contributes to cultural understanding

ART is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in “Art in the National Curriculum”. There is one attainment target, which integrates both practical and theoretical aspects.

Exploring and developing
Investigating and making
Knowledge and understanding

As in the National Curriculum ‘Art’ is taken to encompass Art, craft and design. The term ‘artists’ should thus be interpreted as artists, craftworkers and designers.

Principles for the Teaching

- In the Early Years Foundation Stage **CREATIVE DEVELOPMENT** is one of the six areas of learning. Helping young children to be creative is as much about encouraging attitudes of curiosity and questioning as about skills or techniques.
- It focuses on two important aspects:
- **BEING CREATIVE:** how children respond to what they learn through their senses as they smell, touch, feel, see or hear and then go on to communicate their ideas, thoughts and feelings.
- **EXPLORING MEDIA AND MATERIALS:** how children explore a range of media and materials which help them to understand what they do and what they can do with them. Encouraging children to choose and use materials in an open-ended way helps them to make choices and to have confidence in their own ideas.

- **THE ART CURRICULUM IS ORGANISED** as part of an integrated approach to learning ensuring coverage of skills required using suggestions from the QCA documents but not following one scheme only. Whilst Art can be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of Art. These activities will take account of children's previous experience in Art.

- **THE PREDOMINANT MODES OF WORKING IN ART** are co-operative group work, individual work and class teaching. Within this structure groups are usually of mixed ability and relevant discussion is encouraged.

- **THERE IS NO SPECIALIST TEACHING IN ART**, it is taught by class teachers. Teachers will ensure that the objectives of the lesson and the criteria for achievement are clear to all pupils.

- **CLASSROOM HELPERS ARE USED IN ART** to assist.

- **PUPILS WITH SPECIAL NEEDS** are able to develop confidence and express their feelings in Art, as it is a subject in which success does not depend on academic ability. Every child's response is unique and activities in Art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

- **HOMEWORK** is used to support Art

- **EQUAL OPPORTUNITIES** are addressed by the whole school policy and care taken in Art to provide opportunities for all to experience the diverse activities within the Art curriculum.

- **THE EMPHASIS IN OUR TEACHING OF ART** is on practical experience and we encourage children increasingly to take control of their own learning.

- **EXCELLENCE IN ART IS CELEBRATED** in display and performance.

Principles for Ensuring Progress and Continuity

PLANNING IN ART is a process in which all teachers are involved wherein:

- the foundation for curricular planning is the Whole School Development Plan, developed through a process of collaboration between staff, and approved by governors
- a cycle of topic plans is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum.
- schemes of work for Art are developed by the co-ordinator (in collaboration with the whole staff) and are carefully balanced to ensure full coverage of the National Curriculum.
- staff meetings are used to discuss the Art curriculum and ensure consistency of approach and standards
- work plans are drawn up by individual teachers for each half term and monitored by the headteacher and Art co-ordinator

Principles for Assessment

- **FEEDBACK TO PUPILS** about their own progress in Art is achieved through discussion and display.
- **FORMATIVE ASSESSMENT** is used to guide the progress of individual pupils in Art. It involves identifying each child's progress in each aspect of the subject determining what each child has learned and what therefore should be next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.
- **FORMAL SUMMATIVE ASSESSMENT** is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through teacher assessment.

Principles for Recording and Reporting

- **RECORDS OF PROGRESS IN ART** kept for each child.
- **REPORTING TO PARENTS** is done on a termly basis through interviews and annually through a written report.
- **SAMPLES OF WORK** for each year group are kept in the form of digital photographs in folders on the school web site.

Principles for the Use of Resources

- **CLASSROOM RESOURCES IN ART** are kept, clearly labelled, in an Art resource area or in individual classrooms.
- **CENTRAL RESOURCES IN ART** are the responsibility of the Art co-ordinator who has a budget available.

- **VISITS TO GALLERIES AND MUSEUMS** are an integral part of the programme of study at the end of KS1 and KS2 for Art and are carefully planned to support classroom activities. When appropriate visits to the school by Artists and Craftspeople are used to support pupils learning in Art.
- **ART CLUB** offers further opportunities for pupils to take part in activities after school in both Key Stage one and two.
- **INFORMATION and COMMUNICATION TECHNOLOGY** is a major resource which is used in Art. Pupils use software to explore shape, colour and pattern in their work. They collect visual information to help them develop their ideas by using digital and flip cameras to record their observations. The internet is used to find out more about famous Artists and Designers.