



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

- **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.
- **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.
- **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.
- **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.
- **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.
- **INFORMATION TECHNOLOGY** is a major resource which is used in Art.
- **THE LIBRARY** is used in Art