

## ART POLICY – PRIMARY SCHOOL

### MISSION STATEMENT

**“Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a commitment to lifelong learning”.**

Adopted	May 2008
Review Date	Summer 2010

### INTRODUCTION

#### The importance of Art and design\*

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

\*Art and design includes craft

- Art involves the study of:
- Line/Tone
- Shape and space
- Pattern/Texture
- Colour
- Form/Space

#### Aims in Art and Design involve:

During Foundation and Key Stage 1 the study of Art and Design aims to develop pupils creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During Key stage 2 the study of Art and Design aims to develop pupils creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

#### There are three main purposes to this policy:

- It establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved



- It states the school's approaches to this subject in order to promote public, and particularly parents' understanding of the curriculum.

## CURRICULUM OBJECTIVES

The school delivers the Art and Design Programme of Study as defined in the English National Curriculum. The Quality Curriculum Authority's Scheme of Work Units supports this programme of study for Art.

The aims of the subject should be realised by all pupils, regardless of ability, gender or ethnic group. The objectives can be summarised as follows:

- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work
- Knowledge and understanding

The work in art and design has been planned to:

- Stimulate creativity and imagination
- Encourage children to respond sensitively to the world around them
- Form an aesthetic awareness
- Develop co-ordination of hand, and eye in practical and perceptual skills
- Experience and understand the characteristics of colour, tone, shape and space, line, texture and pattern and how these elements can be combined
- Explore visual, tactile and sensory qualities of materials and processes
- Become familiar with a variety of materials and processes and use them confidently
- Take pride in their work
- Evaluate completed art projects
- Widen their knowledge and appreciation of a variety of works of art from different cultures and ages
- Question and make thoughtful observations about starting points and select ideas to use in their work.

Art and Design will include skill development such as:

- Thinking Skills

By using thinking skills children can focus on knowing *how* as well as knowing *what* - on learning how to learn. Many aspects of art and design contribute to the development of thinking skills

- Information processing skills

These enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part-whole relationships.

- Reasoning skills

These enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions

- Enquiry skills

These enable children to ask relevant questions; pose and define problems, to plan what to do

and ways to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

- Creative-thinking skills

These enable children to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for innovative outcomes.

- Evaluation skills

These enable children to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

## **PROGRAMME OF STUDY, ORGANISATION AND PLANNING**

In the Foundation Stage Art and Design is incorporated into the area of learning entitled Creative development. This runs along side music, dance, role-play and imaginative play. Creative Development is fundamental to successful learning. By the end of the Foundation Stage pupils should have attained the Early Years Goals for Knowledge and Understanding. Basing Art and Design on the NC programmes of study along side the QCA documentation ensures that complete coverage is achieved and that, within a given year, a balance is maintained (long term topic grid). In addition, there will be a balance between the acquisition of knowledge & understanding and the development of investigational skills. The organisation of content in the scheme of work will allow all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved.

In some cases, units of Art and Design work will be linked with other National Curriculum subjects thus allowing a cross-curricular approach that combines complimentary knowledge and skills.

## **DIFFERENTIATION/SPECIAL NEEDS**

Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels.

Teaching is differentiated by:

- Outcome
- Task
- Questioning
- Level of support
- Resources

A variety of classroom management strategies are used in order to support and ensure effective differentiation takes place.

## **EQUAL OPPORTUNITIES**

All children, irrespective of gender, race or ability are offered every opportunity to develop their geographical skills through a variety of tasks and use of resources.

## **ASSESSMENT**

Formative assessment is used during lessons and teachers utilise a variety of methods (questioning, discussion, feedback, etc.) in order to determine how each pupil is progressing.

## **CURRICULUM TIME**



The distribution of Art and Design lessons through the year differs between year groups according to the topic being studied. This access time amounts to one/two periods per week. In Foundation and Year 1 Art and Design is taught through topics.

## **RESOURCES**

The responsibility for maintaining an adequate supply of resources rests with the Art Curriculum Coordinator. Many of the resources will be stored centrally, but regularly used items may be available in individual classrooms. It is important to ensure that resources are kept tidy and clean, ready for use. The effective management of these resources, whilst ultimately the responsibility of the curriculum leader, is also the responsibility of each teacher using them.

## **HEALTH AND SAFETY**

Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils or to the environment.

## **TEACHING METHODS**

Art and Design is a subject based around enquiry, observation, discussion, demonstration, investigation, participation and exploration of materials and techniques. A balance is sought between imparting information and encouraging children to become active enquirers; and between class, group, paired and individual work. Use is also made of ICT, group work, display, project work and practical work.

## **LINKS WITH PARENTS**

Parents receive an annual written report and are invited to three parental interviews during the school year. Teachers also keep parents informed at other times as necessary. In Key Stage 2 the Planner as a home-school link is actively encouraged.