



Art Policy

Issue No 39

Date 24.04.13

Purpose

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

The appreciation and enjoyment of the visual arts enriches all our lives. With the creative curriculum topic approach to learning this will be done through cross curricular links as well as discreet art planning that is suited to topics studied.

Aims

- develop a range of skills that progress and are built on throughout the school
- experiment with tools and techniques for drawing, painting, printmaking, collage and sculpture,
- exploring a range of materials including textiles
- Introduce children to, and encourage the use of the correct vocabulary.
- develop a sense of achievement and pride when producing a finished piece of work
- Experiment with and recognise pattern, texture, colour, line, tone, shape, form and space in images and artefacts.
- become visually literate by understanding art as visual and tactile communication
- record what has been experienced, observed and imagined
- recognise similarities and differences in art, craft and design from different cultures and periods of history
- encourage children to develop socially through collaborative working.

Teaching and Learning

The school uses a variety of teaching and learning styles in art and design lessons. Our principle aim is to develop the children's knowledge, skills and understanding in art and design.

We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Differentiation

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The technique or skill will be introduced as a class and differentiation will be by outcome but could also be through the task or complexity of materials provided.

Other strategies that may be employed could be;

- setting common tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty where not all children complete all tasks
- Grouping children by ability and setting different tasks for each group
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Curriculum Overview and Implementation

Art and design is a foundation subject in the National Curriculum which we follow. There is now a thematic approach to teaching and learning at Scott through termly or half termly topics.

The themes covered in each term during the key stage are mapped out and each year group completes a plan which defines what we will teach each week and ensures an appropriate balance and distribution of work across each term.

They list the specific learning objectives and success criteria for each lesson and give details of activities.

Both the subject leader and the class teachers keep these individual plans. It is essential that the activities planned in Art and design build upon our children's prior learning.

We give children of all abilities the opportunity to develop their skills, knowledge and understanding.

We also build planned progression into the work so that the children are increasingly challenged.

Our children will be encouraged to develop ideas not only about their own artistic expression but also that of others. Within this are opportunities for single subject study and the development of cross-curricular themes.

Ideas for multi-cultural links are encouraged and it is considered that Art is a valuable vehicle for the development of multi-cultural understanding and learning.

Foundation Stage

We encourage creative work in the reception class as this is part of the Development Matters framework. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourage children to make connections between one area of learning and another and so extends their understanding.

Continuity and Progression

Continuity and progression are vital to avoid a repeat of techniques being introduced whilst other less popular techniques are either ignored or passed by.

The children record key processes and techniques in their individual sketch book. This book is a working document which travels with the children through the school. This enables the children to look back at work made in previous years, supports their learning and helps them to extend their thinking further.

Assessment, Recording and Reporting

On going teacher assessment will ensure match and differentiation for all pupils. Individual teachers' will monitor each child's experiences and achievements and will make judgements about their knowledge skills and understanding through:

- Teacher observation
- The child's ability to talk about the work they have undertaken.
- The content of their art and design work.

Monitoring

Subject Leaders will monitor teachers' planning, assessments, work books, displays, conduct lesson observations or learning walks and conduct pupil interviews.

The Subject Leader will analyse the performance of different groups across the school and suggest actions to improve the standards within Art and design and review and audit resources.

Health and Safety

Art materials should be stored in a safe and appropriate area of the classroom. All children must be taught how to use materials and tools correctly and safely and recognise the hazards and consequent risks when working with the equipment in practical activities. Teachers should make sure children are aware of the need to maintain tools carefully and to return them to the correct location. Any cutting tools should only be used under adult supervision. All of the basic art equipment to be found in classrooms is non-toxic.

Management Support

The responsibility for the delivery of the National Curriculum lies with the Headteacher, the Art & Design subject leader and the Governors.

The Art & Design subject leader has responsibility for ensuring that the organisation of the subject is effectively delivered.

The subject leader will work with the staff to develop a cohesive design and technology experience throughout the school.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.