



South Hiendley Primary School

ART POLICY

Subject Leader: Anna Webber

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Document 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.

Subject aims

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To develop creativity and imagination through a range of complex activities;
- To improve the children's ability to control materials, tools and techniques;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Teaching and Learning Style

The school uses a variety of teaching and learning styles in art and design lessons. Our principal 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 within lessons 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.

Planning

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Planning generally utilises the National Curriculum and the Cornerstone resources. Throughout KS1 and KS2 art planning has been linked to individual class topics. Planning should be used to set clear, achievable targets, ensure that work matches and extends pupils abilities, ensure progression and continuity in subject coverage throughout the school and provide criteria for assessment and evaluation of teaching and learning.

Foundation stage

In the Foundation Stage, art is part of Expressive Art and Design. The children work towards goals which support fine motor, imaginative and creative development, which include exploring colour, texture, shape, form and space in natural and manmade objects.

Equal opportunities

To ensure the development of capability across the art and design curriculum, careful consideration needs to be given to:

- Ensure that boys and girls are able to participate in the same curriculum.
- Take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allow a variety of interpretations and outcomes.
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment.
- Enable the fullest possible participation of pupils with disabilities or particular medical needs, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment.
- Ensure that opportunities will be provided to reflect, and promote positive attitudes towards, cultural diversity.
- Challenging children of different abilities.

Differentiation

In providing effective learning opportunities for all pupils teachers may modify, as necessary, both the units within the medium term plan and the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. The National Curriculum for Art and Design sets out three principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Health and Safety

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, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use 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

It is the responsibility of the art and design subject leader to pass on any relevant Health and Safety information to all staff who teach art and design. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

Cross curricular links

The scheme of work can link art and design with other curriculum areas, in particular, English, Maths, ICT, Design Technology, PSHE and in developing thinking, reasoning and evaluation skills.

Assessment

The expectations detailed at the end of each unit provide broad descriptions of achievement within each unit and these relate directly to NC level descriptions.

Teachers of art and design should use appropriate approaches to assessment that:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Are familiar to the pupils and for which they have been adequately prepared.
- Use materials which are free from discrimination and stereotyping in any form
- Provide clear and unambiguous feedback to pupils to aid further learning.

Effective teachers employ a range of assessment strategies in order to monitor pupils' progress and attainment. Questioning is used extensively to probe and extend understanding. Supportive and constructive feedback is provided to all pupils. Assessment is used as a diagnostic tool that informs future learning. Pupils should be supported in assessing their own work and in identifying targets for improvement.

Characteristics of effective assessment practice:

- Questioning is used throughout the lesson in order to judge pupil understanding
- Mistakes and misconceptions are used constructively to facilitate learning.

Learning outcomes

Children will participate in an increasing range of practical experiences of art, craft and design in a variety of genres, styles and traditions.

Children will increase the depth of their knowledge and understanding of:

- visual and tactile elements in line, shape, pattern, texture, colour, tone, form and space.
- the materials and processes used by artists, craftspeople and designers.
- the role of art, craft and design in different cultures and times.
- practical and technical skills
- the ability to reflect on, adapt and improve their work, making independent choices about its meaning and purpose.
- the ability to evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

Role of the coordinator

- To support colleagues and organise INSET when appropriate.
- To ensure consistent approaches to Art and Design throughout the school.
- To establish progression through the key stages to ensure balance, breadth, continuity and progression.
- To establish a framework for assessing, recording and reporting children's progress.
- To manage and maintain resources.
- To liaise with external agencies as appropriate.
- To keep up to date with Art and Design developments.

- To ensure that work is displayed in line with the school's Display Policy.

Resources

The Early Years Foundation Stage Leader is responsible for the ordering and storage of resources for the EYFS unit. The Art Co-ordinator is responsible for ordering resources for both KS1 and KS2. Resources are stored both in individual classes (e.g. paint, brushes, sketching pencil etc) and in the large brown cupboard in the stock room (e.g. Tubs of powder paint, air hardening clay, mod roc, glue etc). Teachers are responsible for returning stock to appropriate areas. Teachers should inform the co-ordinator if specific resources are required, in time to allow for ordering.

Anna Webber

Art Coordinator