



## ART POLICY

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### BACKGROUND

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.

The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the teaching staff.

### RATIONALE AND PURPOSE

At Shawclough CP School art, craft and design has a significant and valuable role to play in the overall ethos of this school.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

### AIMS

The school should ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- Develop the ability to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers using appropriate language.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

### OBJECTIVES

In their own work children should be able to:

- Show development in their ability to create images.

- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world about them.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in sketchbooks.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.

#### TEACHING AND LEARNING STRATEGIES

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focussing upon art skills.
- Special needs children need to be catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem.
- Develop clear links between art and design technology to provide opportunities to develop the children's I.C.T. capabilities.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

#### MATCHING TASKS TO PUPILS' ABILITIES

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of

options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

### **EQUAL OPPORTUNITIES**

Art will be looked at from different cultures, and male and female artists. The policy will ensure that certain crafts such as sewing and weaving are not seen as tasks for girls only and working with wood tools for boys only.

### **USE OF SKETCHBOOKS**

Sketchbooks are used in year 2 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

### **ORGANISATION AND MANAGEMENT**

The key stage plans are based on the Chris Quigley recommendations and time allocations are as in the Dearing report on the National Curriculum and meet statutory orders for art, craft and design. Time allocations as follows:

Year 1 and 2	-	36 hours each year
Year 3,4 5 and 6-		45 hours each year

This equates to a minimum of 1 hour a week or the equivalent. The acquisition of skills and learning in art is best scheduled on a weekly basis. In Early Years the study of art will be included within the Knowledge and understanding of the World area of learning.

### **ROLE OF THE CO-ORDINATOR**

- Produce the Art Policy and the Key Stage plans that meet the statutory requirements.
- Produce the Art development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

### **HEALTH AND SAFETY**

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher.

### **CROSS CURRICULAR LEARNING**

Schemes of work are planned creatively to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of art teaching should not be 'watered down' as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

#### COMMUNITY LINKS

Opportunities to use the community as a resource for lessons is encouraged. Parents are welcomed into the school to talk to the children. Children's work is often displayed as art exhibits at local churches and children are encouraged to take part in creative competitions.

#### ASSESSMENT, REPORTING AND RECORDING

Art will be assessed in accordance with the school's assessment policy.

Children will use a sketchbook to record some of their work with a variety of pencils, (pastels, and paints).

Homework tasks may be set occasionally.

#### MONITORING AND EVALUATION

The art co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of art teaching and learning.

The art, craft and design development plan is reviewed with the head teacher and recommendations for development are recorded as part of the on going school self evaluation programme.

#### PROFESSIONAL DEVELOPMENT

Whole school and individual INSET will be arranged when Art is a main focus on the School Improvement Plan.

#### POLICY AND SCHEME OF WORK REVISION

The policy and scheme of work will be reviewed by staff and adjustments made in response to staff evaluations as outlined in the School Improvement Plan.

#### SEND Intent

At Shawclough, we believe that every pupil, regardless of needs, disability, race or gender, has a right to equal access to a broad and balanced curriculum. We present this subject in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. We recognise every child as an individual, promoting self-esteem, independence, respect and responsibility. We work closely in partnership with parents and the wider community, as we understand that this is effective in helping children to learn and develop. We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better.

It is our intent for all children with additional needs to:

- Have access to a broad balanced and relevant curriculum
- Be happy and feel secure.
- Be included.
- Achieve their very best.
- Demonstrate personal development and growth.
- Make good progress based on their personalised targets and Individual Provision Map (IPM)
- Experience wider activities leading to greater independence.
- Make effective independent decisions.