



Together - we care, we learn, we belong

Art Policy

1. School Philosophy

In order for a child to develop as a whole person, all pupils should be given time and opportunity to experience the creative area of learning in the National Curriculum.

As teachers we need to encourage and develop a child's artistic competence by providing a variety of stimuli and materials and to enjoy art in all its forms. Children should be allowed to experiment and make mistakes whilst also allowing them to explore and express themselves imaginatively. Children need the freedom to record their own thoughts, feelings and ideas.

2. Aims

Art is a foundation subject within the National Curriculum. Through the teaching of Art we aim to :

- a) Provide children with creative and technical skills by working with a whole range of art materials.
- b) Encourage the development of imagination, original thought and personal expression.
- c) Enable children to become visually literate by understanding Art as a visual and tactile communication and to develop their ability to appreciate and evaluate images and artefacts.
- d) Encourage children to evaluate and judge their work and that of others.
- e) Help children develop socially through collaborative and cooperative working.
- f) Encourage children to experience and appreciate the work of artists, designers and craft workers from many cultures.

3. The Role of the Art Co-ordinator

The art co-ordinator is responsible for the development and monitoring of the Art Curriculum. The co-ordinator also orders and makes available the necessary materials, tools and resources for the art curriculum to be implemented.

It is the role of the art co-ordinator to support, assist and share curriculum expertise with other colleagues; to encourage staff to develop their potential and avoid insistence on solely displayable and "presentable" work; to instigate further discussion and training, and to bring to the notice of staff, INSET opportunities.

4. Organisation

The organisation of art will be initially taken from the long term plan. Medium term planning, devised alongside year group leaders will contain schemes of work that give clear objectives and suggest activities to be undertaken by the class teacher when preparing the short term plan. The medium term plan needs to highlight which of the six elements of the Art Curriculum (collage, drawing, painting, printing, sculpture and textiles) will be experienced by the children. The school also has termly 'Innovations' weeks including Festivals (Diwali, Bonfire Night, Eid), Chinese New Year and One World Week.

Organisation will also include:

1. Pupil groups e.g. ability or mixed groups; or class, group, paired or individual activities.
2. Provision of time, space and variation of pace according to ability.
3. Resources, collected by staff, ensuring that equipment matches the level of ability.
4. Display the work in an aesthetic manner.

5. **Resources**

Main consumable items, for example, powder paint, drawing and printing materials, clay and some specialist tools are stored in a central area and are the responsibility of the art co-ordinator. Class teachers are required to fill in and date the resource book when resources are used, to allow the stock to be monitored easily.

6. **Health & Safety**

Children need to be made aware of the skills and care needed when handling certain tools and equipment. Teachers must ensure that there is appropriate supervision depending on the task. Containers should be labelled and stored safely, in order to be kept in good condition. Teachers should also take COSHH into account when preparing activities.

7. **Special Educational Needs**

All children whatever their abilities are entitled to a broad, balanced and relevant curriculum which meets their specific needs. Children should be allowed to progress at a level and speed which matches their abilities. Teachers should provide opportunities for children to learn, explore and develop skills appropriate to their needs.

Art is a particularly good way of expressing feelings and emotions and can therefore be used to help those children who have difficulty in showing their emotions and it can also help children to vent negative feelings in a positive way.

8. **Assessment and Record Keeping**

Ongoing teacher assessment has always been an integral part of good practice. Visual assessment of children's work from each year group is achieved through discussion among staff. Art is assessed through a traffic light system against QCA Key statements on an individual basis. This information is used to inform reporting to parents. Records of art work should also include art folders, sketchboards and photographs of 3D models.

9. **Library Provision**

An ongoing bank of resources has been built up over the years. This includes a collection of:

- a) posters and postcards
- a) calendars
- b) Infant Art monthly magazines
- c) Books on various artists and art movement

10. **Evaluation**

1. Regular reviewing of SIP re Art, to allow updating.
2. Involve children in self-evaluation of their work.

Within all teaching and learning in this subject all relevant gender/race/disabilities will be recognised and treated equally.