



**Explore Dream Discover Achieve and be...
`Simply The Best**

ART POLICY

September 2015

Art Policy.

Aims:

Our aim in teaching Art at Stourport Primary School is to stimulate children's creativity and imagination through visual, tactile and sensory experiences. Pupils use colour, pattern, texture and form to communicate what they see, feel and think. Children will apply these skills to other areas of the curriculum in terms of presentation and organisation through the Creative Curriculum. They explore different artists and learn about the diverse roles and functions of art in different times.

We aim to teach the children to:

- develop visual awareness
- provide opportunities to use art to record feelings and express creative imagination
- develop visual vocabulary
- understand the visual elements of colour, texture, line, tone, pattern and shape in order for them to effectively express themselves through artistic means
- develop mastery of a range of tools, media and processes
- develop critical abilities and an understanding of cultural heritage
- acquire artistic skills and techniques
- develop their capacity to evaluate their own and others artistic endeavours

Objectives:

All children have the right to develop artistic capability and should be taught at an appropriate level to:

- develop, support and value the child's self-image as an artist and designer
- to develop self-discipline, problem solving and decision making skills
- to develop powers of observation both visual and tactile
- to gain insight into the work of artists, craft workers and designers past and present
- to develop aesthetic awareness and sensitivity to seeing and touching and exploring feelings and judging critically

The skills and knowledge of Art are outlined in the subject content in the National Curriculum 2014.

Policy Statement

Published Syllabus

The purpose of study, aims and subject content for each key stage are available in the National Curriculum 2014.

Schemes of Work

The Scheme of Work (appendix 1) demonstrates how each child will cover the National Curriculum in each Key Stage. It also indicates what each year group is expected to cover and what should be achieved by the end of the academic year. Activities will cover form, colour, texture, drawing and pattern and design. Teachers compile their short and medium term plans and ensure continuity and progression across the Key Stages.

On average approximately one hour per week (36 hours per year) is allocated to Art in Key Stage 1 and 1 $\frac{1}{4}$ hours per week (45 hours per year) for Key Stage 2. Within this, it is expected that all relevant attainment targets and Programmes of Study are covered at the end of each Key Stage.

Teaching Approaches and Methods

We operate a planning procedure agreed by the whole teaching staff. We develop schemes of work and weekly plans, which give details of appropriate activities and outcomes.

Class teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

A range of teaching styles are necessary for the teaching of art.

Approaches need to be related to the topic itself and to the abilities and experiences of both teacher and pupil.

Our teaching at all levels shall include opportunities for:

- Teacher exposition
- Discussion techniques (pupil/ pupil and teacher/pupil) appropriate practical work
- Use of ICT
- First-hand experience
- Investigation work
- Recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work.

In classes children are taught in a variety of ways:

- Individually.

- In groups - groups may be organised by ability (mixed or similar), age, friendship or criteria. Group work is organised so as to provide co-operation and effective learning and understanding.
 - As a whole class group where introductions and discussions are appropriate. Children are given the opportunity to look closely at artefacts, objects (including their own work) and talk about it with others. They will look closely at the natural and man-made world and record what they see. In addition to looking at the natural world, children will have the opportunity to study the works of established artists and to discuss the techniques, skills and meanings represented in that work.
- The class teacher is also responsible for teaching children how to use tools safely and to organise and care for materials and equipment.

The Creative Curriculum

Stourport Primary teaches all subjects in the National Curriculum through a Creative Curriculum approach. Art will be related to different areas of the National Curriculum and will enhance the knowledge required in other curriculum areas.

The scheme of work shows how some other curricular areas can be linked with Art such as History. It will be the teachers' choice to which topics of work they would like to incorporate Art with.

I.C.T

Computers, laptops, Ipods and Ipads are available within the school, which have appropriate software to support the teaching of Art. All devices have access to the internet to give further support.

Differentiation

The programme of study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Artistic activities have the advantage that it is relatively easy to limit or extend the difficulty of the task whilst maintaining a coherent whole. Every child should have the opportunity to experiment with artistic skills, materials and tools.

The Foundation Stage

Art plays an important part in a child's early development. The Early Learning Goals encompass all areas of creative development.

Special Educational Needs

All pupils have equal access to the National Curriculum. The needs of children with Special Educational Needs, and those with a greater need for development of fine motor skills, will be met within the Art policy, Schemes of work and whole school aims. Activities undertaken are matched to each individual's need.

Equal Opportunities

Through the medium of art children can develop non-discriminatory attitudes and expectation of their own efforts plus the appreciation of the work of others. All children regardless of race, gender or ability will have equal opportunity to develop their artistic ability. We aim to provide equal access to Art for those children with Special Education Needs and those pupils who are very able and require extension activities, through small group work and through the use of classroom assistants. Monitoring of the policy for equal opportunity in terms of its operation is ultimately the responsibility of the Head teacher and the Senior Management team, but all staff are responsible for the day - to - day implementation of the art policy in relation to equal opportunities.

Equality Statement

At Stourport Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of **race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age** (for staff only). We will adhere to the legal definitions of these protected characteristics as set out in the Equality Act 2010.

We aim to develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity and able to participate fully in school life.

Assessment

Children's work and performance will be assessed according to the agreed school policy. The teacher passes on relevant information to other teachers and pupil profiles are regularly updated. Assessments should be informal and on-going by the class teacher.

Learning objectives and 'I can' statements will be used to assess a piece of work or a topic which will relate to the National Curriculum subject content.

Evidence

Examples of work may be kept to illustrate a particular learning need e.g. a specific problem or a particular high standard of work. It is necessary to collect samples of work for the children individual Art sketch books.

Teachers can use this evidence to help assess and determine appropriate lessons for children.

Sketch Books

Every child in Stourport Primary School will have a sketch book where their work will be displayed with the correct Learning objective and 'I can' statements which are marked to a traffic light system by the teacher and the child.

Displays

Children's work will be displayed around the school and will show up to date work of topics. Children's names will be shown on individual pieces. All work on display, including lettering in classrooms and in corridors around the school should be backed before being put up on display.

Health and Safety

Art contributes to Health and Safety education by enabling pupils to become aware of potential hazards. Pupils are taught to work in an appropriately disciplined manner and must be encouraged to develop an awareness of safety towards themselves and others. They are made aware of the dangers of misusing materials such as dyes, batik and wax. Teachers make helpers aware of health and safety aspects when working with children on art projects.

Management and Administration

The role of the Art Co-ordinator will be:

- Encourage and assist in service training.
- Keep up-to-date by attending courses where appropriate.
- Provide guidance and support in implementing schemes of work.
- Offer specialist advice and knowledge for special needs and gifted pupils.
- Provide support for all that teach art within the school.

Resources

Paper supplies, Paint supplies and Specialist supplies are available in the Art cupboard in the corridor by the front entrance. The Art cupboard is only available to staff. General colouring and drawing materials are available in classrooms. General drawing materials such as paper and coloured pens and pencils are ordered by each key stage. It is the responsibility of the teachers' and the curriculum team to review the use of resources, and resources will be replaced or purchased after review. A review of resources will take place termly. Specialist resources will be purchased by the Art co-ordinator. The purchases are based on the Art budget.

Appendix 1.

	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Reception	All About Me Painting Collage Portraits	Stories Colour and texture. Model making	Animals and Mini-beasts Focus on colour/ pattern/ shape/ form. Guided Drawing	All About Me Painting Collage Portraits	Dinosaurs Colour and texture. Model making.	Animals and Mini-beasts Focus on colour/ pattern/ shape/ form. Guided Drawing
Year 1/2	Buildings Textures Observational drawings Brick patterns collage Making clay bricks Skylines using pastels. Firework pictures. Portrait drawings.	Space Linking music to Art and feelings. Rockets collage. Night sky pastels Van Gogh. Mixing colours.	Our World growing Tin Forest junk modelling. Gardens painting. Evaluation work artists Van Gogh. Sculptures working with artists using recycling.	Africa African textile patterns. Animal patterns. Making animal masks.	Chocolate Colours packaging and labels. Observational drawings. Using different materials.	Deep Blue Sea Monet/ Seurat evaluate work. Water paintings and collage. Colour mixing primary and secondary colours.
Year 3/4	Survival Tone and Colour, perspective one and two point.	Design and make a Roman pot. Investigating patterns	Sensory Mobiles	View points and landscapes	Clay Designs for Greek pots	Skylines Line and mark
Year 5/6	Poster Art - WW2	Clay Masks	World Art	Printing - William Morris	Hands - surrealism	Portraits - Pop Art