

Hinchliffe Mill Junior and Infant School

Art Policy

(Revised January 2013)

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. Through art children can develop skills, imagination, self-discipline and the capacity to make decisions and solve problems. 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.

Creative work is a means of developing self-esteem and self confidence. Art is about observing, carefully, critically, constructively and with sensitivity and about recording and translating that experience into something visual and distinctive. Art adds richness and diversity to living and should be fun too!

Art is a way to encourage children to have a better understanding of themselves, the environment they live in and their relationship with it.

Aims

- That children develop enjoyment for looking at and completing pieces artwork.
- To enable children to record from first-hand experiences and imagination and to select their own ideas to use in their work
- To teach children to express their ideas and feelings
- That children learn a range of skills and competences
- To develop creativity and imagination through a range of complex activities
- That pupils develop self-confidence in their own artistic skills and abilities
- To teach children to develop skills of observation
- To fulfil the requirements of the National Curriculum
- That children are able to record what has been seen, imagined and remembered visually
- To improve the children's ability to control materials, tools and techniques
- That children learn to perceive the world in a visual and tactile way
- To teach the language of art – colour, pattern, texture, line, tone, shape, form and space.
- That children learn to work creatively, imaginatively and safely with a variety of medium and tools
- That children learn to work in two and three dimensions using a variety of techniques
- That children learn to appreciate the richness of our cultural heritage through artists, crafts people and designers of the past and present
- That children gain a knowledge of the work of artists, crafts people and designers of the past and present
- They are able to recognise different kinds of art and make comparisons
- To develop increasing confidence in the use of visual and tactile elements and materials

Objectives

Through our practice and methodology the majority of children will develop the skills that enable them to use art skills effectively and appropriately.

Methodology

We believe that children should experience a variety of methodology:

- exposition by the teacher
- using appropriate practical work
- consolidation of fundamental skills by practice and routine

We believe that children should experience a variety of work situations

- Class activities - when introducing work in a lesson
- Individual work - particularly when following up an activity
- Group or paired work –
- Different time frames - in weekly lessons or over longer periods of time
- Pupils are always allowed time to finish their products
- The classroom space may have to be adapted for the particular needs of the lesson

Groupings may vary in structure to accommodate certain work strategies: similar ability, mixed ability and friendship groups

Children are taught in mixed ability classes spanning two year groups in each class. The reception class has one year group.

Planning

Currently the school bases much of the work on the guidelines and themes outlined in the QCA schemes of work. As we explore these themes further we continue to develop other parallel themes which we feel allow us to teach the national curriculum requirements effectively to the pupils of Hinchliffe Mill School. Teachers also plan art through topic based work.

Cross Curricular Links

To use and create art to support other subjects where it is seen to be appropriate, relevant and also an extension of the subject. Develop art in the school garden and outdoor environment.

Contribution of art and design to teaching in other curriculum areas

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations.

Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

The Role of the Teacher

The teacher will be sensitive to the needs of the children and will plan appropriately for the needs of the children in their class. They will encourage the children and value each child's achievement.

Assessment and Marking

Children are given support and verbal feedback during art lessons. Children are encouraged to self assess their work and identify areas for improvement. Teachers assess the children against the level descriptions given in the National Curriculum attainment targets.

Resources

- a range of books on artists and art
- a collection of pictures
- art making materials (expendable and durable)
- the internet is a good source of artists' work

The main resources are located in the small storeroom next to Rowan class and the resource room next to the staff-room. There are books in the Art section in the library.

Differentiation

Each child is recognised as having different abilities and aptitudes, which must be catered for. Children will be encouraged to make individual progress during art lessons through a range of activities, irrespective of their starting level. During lessons, differentiation will be made in accordance with school policy, through additional resources, teacher support, CSA support, buddy support, adapted tasks, etc.

Special Educational Needs

Children with Special Educational Needs are carefully monitored. Initially differentiated work will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case an Individual Education Plan will be drawn up for them by their teacher in consultation with SENCO.

- The school has an up to date SEN Policy
- There is also support from the Local Education Authority

Equal Opportunities

The Art policy reflects whole school entitlement as described in the school's Equal Opportunity policy.

Communication with Parents

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways.

These are:

- Parent /Teacher interviews
- The annual written report
- Make them aware of our policy

Display

Displays of information and artefacts are used in school. Children's artwork can be seen in individual classrooms, corridors and in the hall.

The role of the co-ordinator

- To model good practice
- To ensure the implementation of this policy
- To ensure they are up to date with current policy and practice
- To monitor and evaluate practice within classrooms
- To help with and monitor planning
- To attend courses and lead staff INSET
- To maintain a file of planning and evidence for the subject area
- To review this policy
- To inform Governors on current policy and practice in Art

The co-ordinator responsible for this policy is Mrs Victoria Hanson

This Policy will be reviewed on a bi-annual basis.