

Art Policy

Addingham Primary School

Reviewed and agreed by the SI committee of Governors June 2017

Next Review June 2019



Art Policy

Art Subject Leader – Mrs Hammerton

Art is a foundation subject in the National Curriculum. Art is a creative skill that children instinctively use as a means of expression, to communicate ideas and feelings. The teaching of art stimulates and encourages creativity and imagination through visual, tactile and sensory experiences. It provides a unique way of understanding and responding to the world.

Aims

- To stimulate each child's creativity and imagination
- To be encouraged to develop the spirit of enquiry, through investigating the visual environment.
- To have access to visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- To help each child to learn about the functions of art, craft and design in their own lives and in different times and different cultures.
- To develop each child's ability to use colour, tone, shape, form, texture, pattern and different materials and processes to communicate what they see, feel and think.
- To be taught to use with confidence a variety of tools and techniques and to gain confidence and competence using these tools and techniques safely.
- To be encouraged to take pride in achievements and build on these.
- To work with increasing independence as they progress through the school.
- To appreciate each other's work through displays and discussions.
- To extend and enrich other curriculum areas through art and design.
- To encourage Enterprise and Economic well being

Objectives

- When planning an art activity, teachers should take into consideration the skills in which the children are already confident, as well as those in which they need to develop.
- It is important to plan activities that differentiate not only by outcome but by task thus extending the more able and supporting the less able.
- Pupils with special needs will require tasks to be broken down into stages each providing an opportunity for positive reinforcement and encouragement.
- Tasks and materials will need to be selected with particular care to ensure that success is achievable.
- Children will be taught the language of art (shape, form, texture, tint, tone, colour, shade, line and pattern) and be encouraged to use this language when discussing their work.
- They will have access to and be able to select from a range of materials and be taught to recognise when the use of certain materials is appropriate.
- They will be taught the health and safety aspects of the materials and techniques they use.
- They will be encouraged to use art to express ideas, observations and feelings and to explore different ways of representing these ideas using a variety of media and techniques.
- Children will be introduced to and encouraged to discuss, the work of other artists and craftspeople.
- Children will be given opportunities to work individually, in pairs and groups when appropriate, and to co-operate when sharing ideas, materials and resources.
- Teachers will use additional adults to support the work of individuals or groups of children.
- Children will be expected to discuss their own and the work of others constructively and evaluate the final outcome of that work.
- Feedback will be given throughout.
- Children should use ICT and appropriate software to enhance their skills in drawing and for research.

Guidelines

- At all stages all pupils will be observing, recording and expressing the natural and manufactured world through a variety of media.
- Pupils will be undertaking individual and group projects in art which encourage group, independent and imaginative work.
- Pupils will experience a wide range of materials and techniques.
- Pupils will have time to reflect on and talk about their work.
- Pupils will be encouraged to develop an aesthetic awareness of their environment.
- Pupils will experience a range of different artists work and should be encouraged to discuss the art in a meaningful way.

- Pupils should be encouraged to value their own and other peoples cultural heritage and societies both past and present.
- Pupils will be developing an understanding of technological processes in relation to art activities.
- Resources are kept in the art and DT stock cupboard next to the dining hall.
- A folder containing technical vocabulary and the appropriate definitions are situated in the cupboard under the trophy cabinet.

The Foundation Stage

We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. This broad range of experiences encourages children to make connections between one area of learning and another, and extends their understanding of the world.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses.

Assessment for learning

- Teachers' planning files record experiences and skills that have been introduced.
- At the end of each academic year teachers will record the skill coverage and make judgements for children who are emerging or exceeding in the skills covered.
- This information will be recorded and passed on to the next teacher for that class.
- Children will be encouraged to evaluate their own work and their own learning.
- These records and evidence will help with teachers' own assessments and summative statement for reports.

Reporting

- Parents are informed about what will be taught each term by the Key Stage news letter
- Reporting is done informally in the Autumn Term and Spring Terms via parents' evenings and in the Summer Term through a written report.
- Reporting on Art will focus on each child's skills acquired and techniques developed.
- Teachers are available for any parent to see concerning the pupils progress.

Governor Involvement

The named Governor for Art will meet with Mrs Hammerton at key points during the year to monitor the effectiveness of the policy.

Agreed by the School Improvement Committee in March 2015

Next Review June 2019