



Greenside Primary School

A great school in a great community
achieving great outcomes for children

Art Policy

Reviewed by Governors: April 2018

Rationale

At Greenside Primary School we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality."

Quentin Blake, Children's Laureate

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities.

Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Art is always linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Aims

At Greenside Primary School we aim to offer opportunities for children to:

- Foster an understanding and enjoyment of art, craft and design
- Experience a broad and balanced range of art activities
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- Develop use of a range of tools, media and processes
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- Provide opportunities for studying historical, cultural and religious art

Teaching and Learning

The Foundation Stage

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to

learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Activities are planned using the National Curriculum as a starting point and all lessons relate to a variety of cross-curricular links. Our planning includes opportunities for :-

- Children to work individually, in pairs or in larger groups
- First hand experience
- Visiting artists to work with children to give them the experience of working with a professional
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- Evaluation of ideas and methods
- Children to see that their work is valued, celebrated and displayed around the school

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their topic/project books.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources. Children need to be taught how to:

- Use tools and equipment correctly
- Recognise hazards and risk control

The class teacher manages these risks within the classroom by taking all steps to minimise the risks and discussing them with the children.

Differentiation

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated

by outcome. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

Assessment and recording

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development.

At Greenside Primary School we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.