



St Anne's School and Sixth Form College

Art Policy

This policy was adopted in the Summer term 2013 and updated September 2018

This policy document is written after consultation with the teaching staff and Governor with responsibility for Art and is presented to the Local Education Authority and the Governing Body in the Summer term 2013, and reviewed by the Curriculum Co-ordinator in May 2014.

It is a working document, which reflects the ethos and practice within the school in relation to Art. It has been written with due regard to the requirements of the QCA schemes of work and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

The art curriculum aims to support the development of the life-long learning skills identified at St. Anne's: Communication, Taking part, Choosing, Keep on trying, Working with others and By myself.

Outdoor learning opportunities are embedded in the art curriculum and evident in planning. Outdoor learning aims to enhance the delivery of lessons and supports the life-long learning skills identified at St. Anne's.

The Curriculum Co-ordinator: Jeremy Kielly

2. FUNDAMENTAL PRINCIPLES

St Anne's School and Sixth Form College aims to provide an environment which stimulates and encourages pupils to express their visual feelings and emotions to the best of their ability through the media of Art, Craft and Design.

Emphasis is given to developing individual skills which will enable each child to acquire some level of independence of expression through their ability to select suitable materials and by the use of a variety of tools and techniques.

The art curriculum will:

- Engage, inspire and challenge pupils
- Equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Enable pupils to think critically and develop a more rigorous understanding of art and design
- Understand how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Through a well-designed curriculum pupil's will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

The underlying principle is to provide a balanced and differentiated programme of activities that builds on previous experience, offering opportunities for individual and group work.

The staff are encouraged to regularly review and modify modules of work in the long term plan to ensure progression and continuity of medium term planning relevant to both students and links with other subjects.

3. ROLES AND RESPONSIBILITIES

The co-ordinator will:-

- Coordinate, support and monitor the implementation of the National Curriculum orders for art.
- Ensure appropriate differentiation and continuity of progression and recording throughout both Lower and Upper School curriculum, planning and delivery.
- Develop and maintain a collection of reference and resource materials to aid the implementation of AT4 (Knowledge and Understanding)
- Liaise with staff over organisation of displays and to coordinate display boards, and order display materials.
- Keep up to date with new developments in the Art curriculum, offer advice and support and to pass on current information to teachers
- Participate in meetings for Art Coordinators, particularly South Hunsley Partnership meetings.
- Liaise with the Head and senior staff over the provision of staff inset training.

Training

The Art co-ordinator will consult with the Management team regarding staff training.

4. PRACTICE

The Delivery of Art

The general programmes of study taken from the Bsquared assessment tool are made up of four areas:

AT1 – Exploring and Developing Ideas

AT2 – Investigating and making art, Craft and Design

AT3 – Evaluating and Developing Work

AT4 - Knowledge and Understanding

These strands remain constant throughout all P Levels and National Curriculum Levels and are fundamental to the implementation of the art curriculum.

EYFS

Children in the Early Years Foundation Stage are provided with opportunities to explore and share thoughts, ideas and feelings through a variety of art activities based on the termly topic.

Key Stage One

Pupils working at this level should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key Stage Two

Pupils working at this level should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Key Stage Three

Pupils working at this level should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

PMLD

Pupils following the Sensory Curriculum will have access to a range of creative and artistic activities and experiences relating to their class topic with individual targets taken from the Sensory Curriculum.

N.B

ICT must play an important role in the Art curriculum and should be used to develop and enhance children's work.

Assessments are made over a period of time using Bsquared and are based on the evidence of more than one activity and reported on in the Annual Review / Education Health Care Plan.

This policy will be updated when necessary by the post holder/or curriculum Co-ordinator who will make recommendations and amendments in consultation with the Management Team.

Each pupil's level of attainment is assessed against P Levels and National Curriculum Levels (from September 2013) and entered using Bsquared continuously throughout the academic

year.

In the Early Years Foundation Stage, pupil's level of attainment is assessed against the Development Matters Statements and the Early Years Foundation Stage Profile.

Pupils in the PMLD group will be assessed on their 5 areas of learning taken from the Sensory Curriculum.

Evidence of attainment can be provided by worksheets, interviews, models, drawings and photographs.

DISPLAYS

Display boards can be used for;

The exhibition of the work of individual children, or of individual classes or a group of classes, related to a termly theme or topic outlined by the curriculum coordinator.

The provision of information

- about an item of general interest;
- about an event which has already occurred;
- about a forthcoming event.

When putting up a display it is important to remember that;

- Displays reflect the value which we place on children's work.
- All displays, especially those in the school corridors, will affect a visitor's initial impression of the general ethos of the school.
- Your display should be designed to evoke a response from all members of the school, both pupils and staff. The appropriate use of colour, texture, sounds and scents should be considered carefully to provide maximum impact upon everyone's senses.

Please make sure that;

- Displays are well labelled with clear lettering, and with appropriate symbols (Communication in Print).
- Individual or class work is clearly labelled with the child's full name, year and class/group if necessary.
- All collaborative displays have the name of the class, classes, or teaching groups responsible for the display items.
- All displays are mounted on suitable backing paper with a border where appropriate.
- Individual work may be double or triple mounted if this is deemed necessary to display it effectively.
- P Levels/National Curriculum Levels/Sensory Curriculum Areas/SMSC Areas are displayed

Display boards

- Each teacher will be responsible for the display boards in their own areas.
- Responsibility for the display boards in the main school corridor will be allocated to classes throughout the school on a yearly basis. Individual GCSE work and competition work can also be displayed here.
- Display boards in communal areas of a block (KS 2/seniors) will be the responsibility of teachers in that block.
- The themes for display boards are topic based.
- Teachers should endeavour to change displays, at regular intervals, at least once per term if possible (with each theme).

5. RESOURCES

All pupils are entitled to have a variety of motivating resources to encourage a broad and balanced curriculum in Art. Resources include:

- Different mediums
- Educational visits
- I Pads
- ICT programmes

6. DOCUMENTATION.

Teachers will record historical experiences for pupils and continually up date their records using Bsquared.

7. SPECIAL FACILITIES

The themed days in Key Stage 1 and 2 will incorporate Art.

8. INSET

The CPD co-ordinator advice staff on suitable courses and they will feedback to staff and evaluate the course they attended.

9. LIAISON WITH OTHER SCHOOLS

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss ways forward e.g. Inclusion, training.
Liaison between the Head and Curriculum co-ordinator from other partnerships.