

South Kilworth C of E Primary School

Art Policy

We feel that Art can offer a powerful means of communication for all children. The practice of Art, the stimulus of drawing, painting and making things can lead them to a lifelong appreciation and understanding of types of Art from different times, places and cultures and give access to their diversity and meaning. Using first hand experiences, consolidating art skills and incorporating art into all areas of the curriculum, contributes to a child's intellectual, creative, aesthetic, social and emotional development. We believe that Art supports and enhances learning in many other curriculum areas. Art should incorporate the schools aims and objectives, promote ideas of value, and above all be enriching and enjoyable.

Aims and Objectives

- Develop visual literacy and have an awareness of:
 - Shape
 - Colour
 - Line
 - Tone/Texture
 - Depth
 - Perspective
 - Mood
- Develop creativity, exploration and self expression.
- Develop appreciation of works of Art, including both that of peers and known artists.
- Become aware of the historical and cultural context of works of art.
- Encourage enjoyment and excitement through artistic experience.
- All pupils will be given equal access to the experience of art regardless of gender, race or disability.
- Have experience and knowledge of:
 - Drawing and mark making.
 - Printing
 - Textiles
 - 3 dimensional work
 - Painting
 - Collage

Core skills:

- Develop motor skills especially fine motor and manipulation.
- Develop skills of interpretation and visualisation.
- Develop skills of observation, analysis and evaluation.
- Develop skilled and careful use of appropriate tools, equipment and media.
- Develop concentration.
- Use a developing specialist vocabulary to describe their work and what it means.
- Be able to work both individually and collaboratively.
- Be able to work in both 2 and 3 dimensions and on a variety of scales.
- Develop illustrative skills.

Entitlement and Curriculum Provision

All pupils are entitled to a progressive and comprehensive art education programme which covers National Curriculum requirements and which takes account of individual interests and needs. All children are taught art incorporated into cross curricular themes as well as being taught as individual skills.

For a complete list of the skills to be learnt at each stage and related objectives, please refer to Chris Quigley's creative curriculum guidance.

We use a variety of teaching and learning styles in art lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual work as models for the other children and we encourage the children to evaluate their own work as well as the work of others. Within lessons we give the children the opportunity both to collaborate with others and work individually, and they have the opportunity to use a wide range of resources. In all classes there are children of differing artistic ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results.
- grouping children by ability and setting different tasks for each group.
- setting tasks of increasing difficulty.
- providing a range of challenge through the provision of different resources.

Teaching and learning

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress and to ensure each child achieves an appropriate individual standard. Teachers should –

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Provide opportunities to view artefacts and professional artwork.
- Identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work.
- Cater for the need of children with SEN when planning in order to raise their confidence and self-esteem.
- Ensure that Health and Safety Issues are addressed in the planning and delivery of the art curriculum.
- Encourage children to work individually and collaboratively when required.
- Plan exciting, stimulating lessons which follow the classes long term planning.

Good lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson; learning objectives should be taken from the schools curriculum planning for each class and children should understand the objectives for each lesson and unit of work.

Progression: pupils' capabilities should be developed. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills; It is also important to make links of learning in and beyond the sequence. For detailed progression guidance and specific art vocabulary see Chris Quigley progression and vocabulary guidance (attached).

Pace: lessons should be appropriately paced depending on activity, with suitably challenging activities.

Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

Differentiation: is achieved through using activities and resources that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;

Pupils' responsibility: in lessons pupils are encouraged to make decisions and to develop their visual, creative, tactile, imaginative and linguistic skills. They are taught how to use materials, tools and techniques with high regard for safety at all times, and in accordance with the schools Health and Safety Policy.

Support Staff: Learning Support Assistants / Teaching Assistants and resources are well deployed.

During their time at school children will be introduced to the work of artists, craftspeople and designers in the past, present and other cultures. They will be offered opportunities to appreciate and evaluate the work of others, including that of peers and themselves.

Information Technology - Computers will be used where appropriate to create pieces of work and to extend and enhance work.

Planning

Art is a foundation subject in the National Curriculum. Our school uses the National Curriculum and Chris Quigley Key Skills Curriculum as the basis for its curriculum planning in Art.

The curriculum planning in Art is carried out in three phases, long-term (LTP), medium-term (MTP) and short-term (STP). The LTP maps out the art activities and skills to be covered in each class over the year, taught through the classes' topic. The MTP consists of the scheme of work for art for each class. The STP is cross curricular and 'Themed' where possible to link with other areas of the curriculum to give relevance and meaning to activities.

Planning is supported by the Chris Quigley Key skills Curriculum and Hamilton Schemes of work.

Class teachers complete a STP for each art unit. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

We plan art activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Enrichment and Out of Hours Clubs

KS2 children are offered the opportunity to participate in Arts Award and a club currently runs after school.

Artists and craftspeople are welcomed into the school to work with children both in curriculum time and after school.

Equal Opportunities

All pupils shall have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils shall have opportunities to study art from multi-cultural sources. All pupils should be provided with learning experiences that are aimed to enable them to experience success and pleasure, gain confidence and acquire competence.

SEN, Gifted and Talented and More Able Children

The art curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate, arrangements for extra adult and/or specialist help may be sought. If a programme needs to be adapted then the class teacher will do so in consultation with the subject leader and SENCO, where appropriate. The emphasis is on inclusion for all children. Where pupils show specific talents in art then specialist support may be necessary, that of which is beyond what the school may be able to provide.

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross or fine motor skills, lessons are appropriately differentiated with individual needs taken into account.

Learning Resources

There is a variety of art resources available. Most is stored in the resource room in the main building. Other resources are stored within classrooms.

The school has its own kiln on site. This is to be used only by staff trained to use it.

Health and Safety

The general teaching requirement for health and safety applies in this subject.

We encourage the children to consider their own safety and the safety of others at all times. Safety aspects are discussed with pupils prior to and during each art lesson as appropriate.

Leadership and Management

The subject leader is responsible for overall curriculum planning, the management of the subject, the provision of resources and its accessibility. The head teacher is responsible for the overall implementation of the art policy.

The subject leader key roles are:

- To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
- To organise resources through carrying out a resources audit, ordering new resources and managing the art curriculum budget effectively.
- To support other members of staff by demonstrating good practice, commitment and enthusiasm; organising INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.
- To communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extracurricular activities that relate to art.
- To attend meetings and training relating to art.

To develop staff confidence and competence in teaching art:

- the subject leader attends courses as appropriate;
- the subject leader arranges for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training matched to identified needs of staff.

Assessment and Recording

Teachers will assess children's work in art by making assessments as they observe them working during lessons and by final pieces of art work produced. They record the progress made by children against the learning objectives for their lessons. They record this information and use it to plan future work. Termly assessments are carried out for each child and recorded on classroom monitor. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year, with year 6 assessment going to the pupils' next school. Children's progress is evidenced through art and sketch books, art folders and topic books in KS1 and 2 and in learning journeys for foundation stage.

Monitoring and Evaluation

Monitoring of art ensures coverage, progression and expected levels of attainment. Art is part of the school's monitoring cycle with opportunities to monitor through, lesson observations, pupil interviews, environment and planning. Reports are given to governors at curriculum meetings. The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the subject leader and staff.

Revised by: Yvette Warwick **December 2013**

Shared with staff:

Shared with Governors:

Next review date: **December 2016**

