

Clutton Primary School



Art Policy

Rationale

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. 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.

Aims

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities; to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials; To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

School Curriculum

Planning & Assessment

Long term Planning

Art and design is a foundation subject in the National Curriculum. At Clutton Primary School we use a skills based scheme of work which ensures progression whilst enabling creative cross-curricular links. We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the skills covered in each year group.

Medium/Short term Planning

Our medium-term plans, give details of skills taught each term in relation to cross curricular planning. We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The Foundation Stage

We ensure an emphasis on creative work in the nursery and reception class as this is part of the Foundation Stage curriculum. We relate the creative development of the children 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. The range of

experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Cross Curricular Links

It is recognised that Art will be integrated within other subjects and will be taught through cross curricular methods where possible.

Teaching Methods

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Marking

See feedback policy

Reporting

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Equal Opportunities

See equal opportunities policy

Homework

See homework policy

Health & Safety

See health and safety policy

Role of the Coordinator

To demonstrate good practice in the teaching of Art.

- To support colleagues.
- To monitor Art teaching in the school through:
 - lesson observations,
 - the regular undertaking of work scrutiny
 - talking with children and staff,
 - updating staff on latest guidelines and initiatives
 - analysis of pupil data and specific pupil groups
 - ensuring resources and equipment are readily available and centrally stored.

A yearly action plan will identify areas for development and detail how these will be addressed.

SEN/Gifted & Talented Pupils

We recognise the fact that we have children of differing ability in all our classes, and so 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 responses;
- setting tasks of increasing difficulty where not all children complete all tasks;

Pupils with a flair Art are recorded on the Gifted and Talented Register. Opportunities are provided for them to attend extension activities through links with the local Secondary School.

Monitoring & Review

This policy will be reviewed every two years

Art Coordinator February 2015

Review: February 2017