



Providing the keys to success for every child

Whole School Policy on:

Art

Headteacher: Mr M Cowell

Kent County Council

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1 Member of Staff with Responsibility

The member of staff with responsibility for this policy is: Mrs J Povey.

2 Aims

At Palm Bay Primary School our aim in teaching art is to stimulate children's creativity and imagination through visual, tactile and sensory experiences. Pupils express what they see, feel and think through their use of colour, pattern, form and texture. They explore the work of various artists in order to learn about diverse artistic traditions and cultural heritage.

We aim to:

- Foster an understanding and enjoyment of art, craft and design.
- Develop children's visual perception and the skill associated with investigating and making in art, craft and design.
- Enable children of all abilities to enhance self esteem through success in using taught skills, and to apply these skills to other areas of the curriculum in terms of presentation and organisation.
- Deliver the National Curriculum by integrating the elements of art with the processes and practices of art to provide a broad and balanced art curriculum throughout each year.
- Integrate the two strands of the National Curriculum; investigating and making, and knowledge and understanding, wherever possible.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.

Art and design is essentially concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Making art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements.

3 Objectives

- To enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art;
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and crafts people from their own and other cultural heritages. To place them within a wider social and historical context.



- To introduce pupils to the ideas, methods and approaches used in different styles and traditions;
- To provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self esteem;
- To develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience;
- To foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions, both expressively and in design;
- To develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources;
- To encourage pupils to evaluate and review their work and that of others, both individually and in groups;
- To provide the pupils with an understanding of the visual elements of art so they can use this effectively in carrying out their creative ideas;
- To allow pupils to explore the use of visual elements (e.g. line, tone, shape, texture, colour, pattern, space and form) whilst making 2D and 3D images and artefacts using a range of media;
- To develop pupils' understanding and appreciation of art and design as a positive force within their everyday life. Using their knowledge to inform their own creative work and seeing themselves as makers within a broader cultural context;
- To teach pupils to recognise and identify the work of artists, craftspeople, and designers in the school locality.

4 Principles of Teaching and Learning

"Art is a means of communicating not bound by the written or spoken language enabling children with abilities and difficulties of all kinds to develop a capacity for self-expression. Art can help develop a positive attitude in pupils not only themselves but towards others. Each teacher is therefore fundamental in helping all pupils to experience success and satisfaction in this area."

R Barnes

4.1 Breadth and Balance

The school will ensure that:

- in both key stages the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and ICT are developed;
- pupils will develop their creative ideas in both expressive and craft design contexts. Their work will be informed by visual investigation from direct observation and other resource materials;



- pupils will develop skills in manipulating a range of art and design media using a diversity of scale;
- opportunities will be provided for children to respond to themes and starting points which will be planned to develop skills in systematically applying the visual elements of art;
- planning ensures that pupils extend their skills, knowledge and understanding of processes, materials and the visual elements within their work;
- the study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures, (both western and non western) will be an integral part of practical art and design activities.

4.2 Variety

Children will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings;
- record observations and engage in visual investigation;
- design and make images and artefacts;
- explore and experiment with both two and three dimensional materials.

4.3 Differentiation and Special Needs

Art throughout the school has a significant role in the education of pupils with SEN. Pupils with specific learning difficulties, e.g. language are encouraged to express their creativity through art, and to use art to support the development of language and self esteem.

As art can have therapeutic and calming effects, it can be used to support children with behavioural and emotional difficulties. Group work in the arts is used to encourage cooperation with both peers and teachers from pupils who find social interaction difficult.

Study in art and design will engage children in a variety of different activities which include practical work, critical reflection and discussion, writing and planning.

Differentiation in many art and design activities will be by outcome. However, care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability.

Differentiation in art may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

Equality of opportunity

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor.



4.4 Cross-curricular Links

Opportunities will be provided to develop pupils':

- acquisition, understanding and use of vocabulary of art;
- creative skills;
- knowledge and understanding of the world around them;
- sense of time and place;
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

- ICT
- Literacy and numeracy
- The expressive arts
- Citizenship and PSHE
- Spiritual, moral, social and cultural development.

5 The Role of the Co-ordinator

- To ensure the continued development of the subject throughout the school;
- To offer advice and support on aspects relating to the effective delivery of art and design;
- To arrange for the review of the policy and update as necessary;
- To maintain an awareness of new initiatives and developments; to attend courses on the subject;
- To take responsibility for the appropriate level of resources for all year groups and budgeting.

6 The Role of the Class Teacher

The class teacher will:

- plan and deliver the art and design curriculum in accordance with the schools policies on art and design, planning, assessment and health and safety;
- ensure that the school, local and wider environment are used to optimise the course of study;
- provide a stimulating classroom which includes displays and resources related to the art and design work being undertaken;
- identify own resource needs and inform the co-ordinator of the requirements,



7 Planning

Teachers are provided with a termly plan which focuses on the activities that the children will undertake in order to achieve the prescribed learning outcomes.

Short term planning is at the discretion of the teacher.

Progression

The QCA guidelines form the basis of both long and medium term planning. To ensure these guidelines are met the school has adopted the LCP framework which has been divided into year groups. The only split class left in the school is Year 5/6 which takes elements from each year group to ensure learning objectives are covered. In accordance with the New National Curriculum, 'Art and Design' document, Key Stage 2 builds upon the skills and concepts developed in Key Stage 1.

Progression will be achieved by:

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding;
- increase the level of challenge and expectation of achievement;
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions;
- encouraging deeper contemplation and reflection of their own work and that of others;
- increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

Planning will ensure that:

- pupils are given opportunities to undertake a balanced program of art, craft and design activities that can be built upon progressively through each year group and which take into account previous achievements, ability and styles;
- pupils' activities will embrace a range of media and tasks some of which are directed and some of which involve experimentation;
- children are given opportunities to choose methods and materials required for the task, where possible, and be given responsibility for arranging displays and helping to make decisions on visual aspects within the classroom;
- information technology is made available to pupils as an alternative means of artistic expression and communication;
- every opportunity is given for the pupils to experience working in two and three dimensions and on a variety of scales to explore how images can be made using direct experiences or imaginative responses.



8 Organisation of Delivery

The Art units will fit in with other subject areas where possible, making cross curricular links and learning more meaningful. The topics are taught on a rolling programme of cycle A and B only in Years 5, 5/6 and 6. This is to ensure that the children in the split classes do not repeat a topic.

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class.

9 Time Allocation

Each class will complete 3 units of work throughout the year. Teachers are given freedom to choose if they wish to deliver the unit over a period of weeks, or teachers have the option to block lessons at their discretion if this is felt appropriate to enhance the delivery of the subject.

The Foundation Stage will ensure that the children will have very frequent opportunities to paint, draw, work in 2D and 3D with a range of resources and develop the skills associated with all aspects of art and design.

10 Assessment and Reporting

Assessment in art needs to be part of a continuous process. Evidence of work will be found in each child's sketch book which may also include photographs e.g. of sculpture work. Opportunities for assessment will be identified when planning. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self assessment, as appropriate.

At the end of each unit taught, teachers will complete unit assessment sheets and pass these to the Art Co-ordinator.

11 Whole School Art Projects & Links With The Local Community

Art and Design is celebrated and valued at Palm Bay Primary School, with much of the children's artwork being displayed both inside and outside our school environment. To supplement and enhance the art curriculum, the school comes together each year to work on whole school art projects. Through art we aim to make community links, working with artists where possible and entering art competitions with other local schools. Where appropriate, we report the children's achievements in the press. This raises the profile of art as a subject within the school and in turn raises the profile of the school within our local community.



For example:

- The whole school came together to paint canvas panels, using mark making skills. The children used rainbow colours and experimented with colour mixing. The school donated 9 panels to be displayed at The Children's Ward at QEQM Hospital, Margate. 3 panels are displayed in school.
- We worked with a local artist on a whole school project to create an Olympic wave sculpture to commemorate the Olympic values and celebrations. The sculpture is given pride of place within the school's main entrance and was also entered into the art 'Neal Foundation Competition'.
- The whole school worked together on a 'Coast Life' project in 2013, using our school's location as inspiration. A selection of the work was put on public display at an exhibition held at Westwood Cross Shopping Centre and entered in 'The Rotary Club Young Painters Competition'. After the exhibition, the artwork has been displayed at the 'The Schoolwear Centre' shop, Margate, next to the Palm Bay School uniform section.
- This year (2014) we again entered 'The Rotary Club Young Painters Competition' at Westwood Cross with the theme being 'People'. We worked with a local artist who came into school to present an inspirational assembly for both Infants and Juniors to kick start the project. The artists completed a demonstration painting and donated it to the school.
- Year 1 have used art to develop their Forest School environment. They worked with willow artists creating a living willow den and have used other natural found materials and objects to make dream catchers to hang in the trees.
- Every year the school enters the local MP's Christmas Card Competition. Palm Bay pupils have had their entries put on public display at Broadstairs Library.
- The whole school was involved in planning and creating our own School Art Gallery. The School Council played an active role, going on a trip to The Turner Contemporary Art Gallery in Margate. They then discussed their ideas for our own Art Gallery in their School Council meetings. The School Art Gallery sends the message that art is valued in our school, as well as being a special space for the whole school to use to display artwork and to celebrate the children's achievements in art.

12 Resources

A wide variety of resources, stored in the central store cupboard, are available to staff. Further general resources and consumables are stored in individual classrooms and replenished from central stores. Specific resources for topics can often be purchased on request to the Art Co-ordinator.



13 ICT

The computer suite and interactive board will be used to support the teaching and learning of art and design where it is considered advantageous to do so. Teachers will plan for and offer opportunities for their pupils to carry out projects in drawing, design and research using IT.

14 Funding

Art consumables are to be purchased from a central school budget. This is managed by a designated teaching assistant.

15 Health and Safety

Pupils will be taught to use materials, tools and equipment safely in line with the school's *Health and Safety Policy*.

Pupils will be required to wear protective clothing when necessary and will be expected to clean up safely, under supervision. The safe use of all types of tools and equipment will be introduced when appropriate and will be closely supervised by teachers or a responsible adult. Teachers must ensure that electrical tools, dyes, glues and glaze materials are stored securely.

Useful guidance is provided in the DfES booklet; 'A guide to Safe Practice in Art and Design', available from HMSO.

16 Monitoring

The effectiveness of the teaching and learning in art and design will be regularly monitored by the SMT and the Art Co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school.

Information from this evaluation will form the basis for an action plan. This will then be fed into the School Improvement Plan.

17 Policy Review

This policy will be reviewed and revised as appropriate bi-annually during Term 6.

The next review of this policy is due: Summer Term 6, 2016.