

Toll Bar Primary School

Art Policy

1 Rationale

- 1.1** At Toll Bar Primary School we put great emphasis on all arts, and the visual arts in particular, as we feel it enables all children to be successful, expand their horizons and has a positive impact on pupil self esteem, confidence and creativity as well as developing a range of desirable personal and social skills.
- 1.2** 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 explore the work of various artists in order to learn about diverse artistic traditions and cultural heritage. The appreciation and enjoyment of the visual arts enriches all our lives.

2 Aims and objectives

2.1 The aims of art and design are:

- 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
- To use 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 creativeness and seeing themselves as makers within a broader cultural context.

Art is the way in which we observe, respond to and make sense of the World around us; through investigation, analysis and most importantly first hand exploration we seek to foster within our children the ability to broaden their capabilities of interpreting art as well as express themselves using skills and mediums that they have both explored and evaluated over time.

3 Teaching and learning style

- 3.1** The school uses a variety of teaching and learning styles in art and design lessons although the teaching of visual elements and art history will often require class teaching. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We will do this through a mixture of whole-class teaching and individual/group activities.
- 3.2** Teachers must draw attention to good examples of individual performance as models for the other children. They must encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We must give children opportunities within lessons to work on their own and/or collaborate with others. Children must also have the opportunity to use a wide range of materials and resources, including ICT. We also greatly value pupil interest and preference in our art provision, providing opportunities for children to create using their chosen method/medium from skills they have developed over time.
- 3.3** We recognise the fact that we have children of differing ability in all our classes, and we must provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. 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.
- 3.4** 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.

4 Art and design curriculum planning

- 4.1** Art is a subject in the 2014 Curriculum. We use a topic based cross-curricular approach as the basis for our curriculum planning in art and design.
- 4.2** 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 to be covered in each term during the key stage. Our art co-ordinator works this out in conjunction with class teachers.
- 4.3** Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art co-ordinator is responsible for keeping and reviewing these plans.
- 4.4** Class teachers complete a topic overview which contains daily plans for the teaching of art in their class. These plans list the specific learning objectives for

each lesson and give details of how to teach the lessons and the lesson outcomes. The class teacher keeps these individual plans, and the class teacher and co-ordinator often discuss them on an informal basis.

- 4.5** 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 plan for progression across year groups , so that there is an increasing challenge and skillbase for the children as they move up through the school.
- 4.6** In addition to this we plan for cross-curricular arts themed weeks 'Art's Week' on an annual basis in conjunction with a range of arts partners as a means of enabling our pupils to access a variety of enriching arts experiences. Our approach to art and its valued place in school has enabled us to secure 'Arts Mark Arts Award'.

5 The Foundation Stage-

- 5.1** We encourage creative work in the nursery and reception classes as this is part of the Foundation Stage developmental goals. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin our curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play.
- 5.2** 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.

6 Contribution of art and design to teaching in other curriculum areas

6.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

6.2 Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

6.3 Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers.

6.4 Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the

opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

6.5 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople. Examples of this in practice are our annual 'Arts Week' in which the children explore other cultures and the arts; including visual arts, dance and music. Through this work they gain an insight into the role and importance to the lives of others and the meaning of art to other cultures.

7 Teaching art and design to children with special educational needs

7.1 At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against key skills allows us to consider each child's attainment and progress against expected levels.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and recording

8.1 Art is a subject in which a child's individualism of concept should be respected and fostered not crushed into sterile conformity. Children's work must be judged in their effort and imagination.

8.2 We must assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the key skill expectations. The teacher uses this information to plan future work for each child. This method of recording also enables the

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teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

- 8.3** The art co-ordinator will keep evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each unit of work.

9 Resources

- 9.1** All our classrooms have a range of basic resources to ensure the continuity of experience as the children progress through the school. Special items can be ordered by the staff as needed for specific units of work. Further general resources and Teacher's books, art packs, posters, postcards etc are located in the resource room.

- 9.2** Clay is kept in a central store.

10 Equal Opportunities

- 10.1** The whole school policy on equal opportunities will be followed in art activities. In particular, children will see work from artists of both genders and from a range of culture both European and Non-European.

11 Monitoring and review

- 11.1** 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 co-ordinator. The work of the co-ordinator 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. The art co-ordinator gives the headteacher and governors an action plan in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. Lesson observations of art and design teaching will be undertaken as part of the rolling programme for co-ordinator release time.

- 11.2** This policy will be reviewed on a two year cycle.

Date of Review: January 2015

Date of next Review: January 2017

Signed

Date