



Silverhill Primary School

Policy for ART

Curriculum

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Aims

- Develop pupils' aesthetic sensibilities and enable them to make informed judgements about art.
- Develop particular creative and technical skills so that ideas can be investigated and artefacts produced.
- Develop pupils' capacity for imaginative and original thought and experimentation.
- Develop pupils' ability to articulate and to communicate ideas, opinions and feelings about their own work and that of others.
- Develop pupils' capacity to learn about, and to observe the world in which they live.
- Develop pupils' ability to understand and value the contribution made by artists and to respond thoughtfully, critically and imaginatively to ideas, images and objects of many kinds and from many cultures, and in the broad context of contemporary society.

Teaching and learning

Effective teaching and learning within art.

As they grow older, pupils' move through distinctive approaches to art. What we can expect them to achieve depends upon their age and their cognitive development. In evaluating progress, teachers will need to be sensitive to, and informed about, children's development. In every phase of their development, pupils select from a range of modes through which to express themselves or represent their experiences. The priorities which pupils attach to some kinds of information over others change with age, as does their ability to control media and realise their intentions.

The National Curriculum Programmes of study contain five areas:-

- Exploring and developing ideas
- Investigating and making
- Evaluating and developing
- Knowledge and understanding
- Breadth of study

Art is approached throughout the school as both a discreet subject and as an integral part of other subjects, providing visual interpretation and demonstration of understanding and freedom of expression.

In the Early Years art is taught through the Creative Development area of the foundation curriculum. It is also an integral tool in the five other areas, providing the very young children with sensory experience and skill to demonstrate understanding and creativity.

Planning

Early years, key stage one and key stage two curriculum maps indicate what areas of art are taught in which term. This also shows which artists are covered as part of the art history unit. In addition to this, each class teacher plans a unit of work each half term, incorporating the areas of art being taught, as well as the cross curricular 'learning to learn' skills. In the foundation unit topics are planned incorporating all the early learning goals including art through 'creative development'.

Organisation

Art is taught as an integral part of the curriculum by the class teacher. It is also taught on a weekly basis as a discreet subject by either the teaching assistants or the class teacher. This is planned by the class teachers and monitored by the art co-ordinator. Opportunity is given for individual and paired work, as well as work involving small groups or the whole class. Opportunity is also given for working in two or three dimensions and on different scales, both indoors and out.

Special Educational Needs

At present all children are able to engage in all art activities. Although their levels of ability and understanding may vary considerably, and their work shows a wide range of interpretations, all works should be regarded as an expression of thoughts and feelings. Access to the school is available for wheelchair users should the need arise.

Equal opportunities

All children participate on equal terms in all art activities and all art materials will reflect equal opportunities in society. Teachers should ensure they are fully informed to avoid insult or misinterpretation when dealing with art from different religions and cultures.

Resources

The majority of art resources are kept in the art cupboards situated outside the Year 2 classrooms. Smaller pieces of equipment, such as card and colouring pencils are kept in classrooms by individual class teachers. Resources are checked regularly and a yearly audit is carried out.

Schemes of work

Schemes of work are available for key stage one and key stage two. They offer suggested activities and provide progression and practice in techniques. This ensures progression and continuity for all areas of art.

Assessment recording and reporting

Children are assessed by the class teacher throughout the year. This assessment is used to monitor and measure pupil performance against clear learning objectives and targets.

Observations of art lessons are also carried out by the art co-ordinator. Every opportunity is taken to celebrate the achievement of pupils. Work is displayed in individual classrooms as well as shared areas such as the school corridors and hall.

Links with other subjects

Art lends itself to many other subjects and is easily incorporated into all areas of the curriculum. It is now also recognised as an integral part of ICT.

Health and safety

It is essential that art follows the guidance for safety as set out in the Silverhill Health and Safety Policy. This includes learning to handle all tools safely.

Evaluation

- Art should provide opportunity for pupils to have access to a range of processes, methods and techniques, to develop an awareness of artists from a wide variety of times and cultures, to become familiar with applying the visual and tactile elements to their work and to consider a range of stimulating topics.
- Pupils should have opportunity to develop their skills of observation through first hand experience with objects and artefacts from the natural and man made world.
- Pupils should have opportunity to develop their skills of observation through first hand experience with objects and artefacts from the natural and made world.
- All pupils should have the opportunity to develop their confidence to express considered opinions about their own work and the work of others.
- All planned work should have clearly stated objectives.
- The creative work of children should be well displayed throughout the school and whenever possible in combination with the initial stimulus and with clear annotation of the project.
- All materials should be of reasonable quality and quantity, and be well maintained and presented in order to encourage a respect for all things concerned with the subject.