

SUTTON CE (VC) PRIMARY SCHOOL

ART POLICY

Version 2016:1

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To be reviewed every 4 years

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INTRODUCTION

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities children learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design plays in their own and others' lives in contemporary life and in different times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

THE SCHOOL AIMS TO:

- Develop knowledge, understanding and enjoyment of art and design;
- Develop the pupils' ability to observe, learn and record from the world about them;
- Use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skills;
- Develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present;
- Develop the ability to recognise different kinds of art, craft and design and why and how they are different
- To develop children's ability to express and communicate ideas, opinions and feelings about their own work and that of others
- Develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.

CONTENT

The art curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum.

Our teaching enables children to have opportunities to:

- a. Communicate their feelings and ideas in visual form based on what they observe, remember and imagine.

- b. Develop an idea or theme for their work drawing on visual and other sources and discuss their methods.
- c. Experiment with and apply their knowledge of the elements of art, choosing appropriate media.
- d. Modify their work in the light of its development and their original intentions.
- e. Identify different types of art, craft and design and their purposes.
- f. Begin to identify the characteristics of art in a variety of genres from different periods, cultures and traditions, showing how some knowledge of the related historical background.
- g. Make imaginative use in their own work of a developing knowledge of the work of other artists.
- h. Relate artwork to other areas of the curriculum for example, Greek history.
- i. Design and present work for display.

TEACHING AND LEARNING

The class teacher teaches all pupils art and design. This is taught in units blocks. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (e.g. collage, print making, textiles, and sculpture). The three main starting points for work are first hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it. Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers.

SKETCHBOOKS

Act as work journals, visual diaries, log books, scrapbooks.

1. They are:

- Depositories of ideas and observations
- Collections of resource materials
- Accounts of experiments
- Documentations of research and investigation

2. They are:

- A dialogue between:
- The pupil and their thoughts
- The pupil and art
- The pupil and the teacher

3. They show how a pupils work has evolved and developed
4. They connect strands of knowledge, revealing a pupil's level of understanding
5. They are autobiographical.

ASSESSMENT AND RECORDING

Assessment is made against the National Curriculum statements.

EQUAL OPPORTUNITIES

In order to ensure equality of opportunity, all activities will be planned:

- Ensuring that boys and girls are able to participate in the same curriculum
- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- Taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences
- Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

HEALTH AND SAFETY

Safe working practices are dependent upon:

- Commitment and a sound health and safety policy
- Common sense, good management and organisation
- General awareness of requirements and shared responsibility
- Properly planned and maintained accommodation
- Appropriate techniques, use of tools and materials
- The use of adequate safety devices
- A knowledge and awareness of potential hazards

ROLE OF THE ART SUBJECT LEADER

- Take the lead in policy development and the production of schemes of work to ensure progression and continuity
- To support colleagues in the implementation of the scheme of work
- To purchase, replenish and organise art resources
- To keep up to date with developments in art education and disseminate information to colleagues
- To be responsible for the co-ordination of art displays throughout the school
- To monitor progress in art and advise the Headteacher on action needed.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching and planning in art is the responsibility of the art subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and being informed about current developments.

The Headteacher and Subject Leader monitor the implementation and effectiveness of the policy and planning.

REVIEW

This policy will be reviewed by governors every four years or sooner should there be nationally agreed changes to the teaching of Art in the primary school.