



# Forton Primary School

## Art Policy

### The Purpose of this Document

This Policy reflects the School's values and philosophy in relation to the teaching and learning of Art. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The Policy should be read in conjunction with the Scheme of Work, which sets out the objectives which pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents; inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the School Office.

### What are our aims in teaching Art?

Art is a foundation subject within the National Curriculum, and is part of the creative development within the Early Years Foundation Stage Curriculum. Through the teaching of Art we aim to:

- Foster an understanding and enjoyment of art, craft and design.
- Provide pupils with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form;
- Provide all children with a broad and balanced education
- Encourage the development of imagination, original thought and personal expression;
- Enable children to become visually literate by understanding art as a visual and tactile communication and to develop their ability to appreciate and evaluate images and artefacts;
- Develop pupils' aesthetic awareness and enable them to make informed critical responses about their work and that of others;
- Encourage children to value the contribution made to their world by artists, craft workers and designers from many cultures;
- Help children develop socially through collaborative working;
- Extend and enrich other curriculum areas
- Use the school environment as a stimulus for developing creativity
- Provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or ability.

### Planning the Art Curriculum

Planning is the responsibility of the Class Teacher together with help from the Art Co-ordinator, and is used to:

- Set clear achievable goals;
- Ensure work is matched to pupils' abilities, experience and interests;
- Ensure progression, continuity and subject coverage throughout the school;
- Provide criteria for assessment and evaluation of teaching and learning.

As the class teacher plans the teaching of art, they should consider how the curriculum will be differentiated. Consideration should be given to:

- Pupil groupings, e.g. Ability or mixed ability groups; or group, paired or individual activities;
- Resources, e.g. Different equipment for different levels of ability;

- Pupil activity, e.g. Different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability;
- Other opportunities, e.g. Extra-curricular activities, club links and interest groups, for the development of excellence.
- Differentiation by task is achieved when pupils, who are pursuing the same part of the programmes of study, are given a range of different but related tasks according to their levels of ability.
- Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.
- Teachers' written curriculum plans will be monitored by the art co-ordinator, who will also provide support, where necessary. These should be completed half termly the format used is the school model which is specific to Art and is based around the Scheme of Work.

The School's Scheme of Work, which is based around the National Curriculum Programmes of Study, contains full details of the learning stages of Art. There are seven different areas which pupils will have the opportunity to experience: drawing, painting, collage, textiles, printmaking, sculpture, and digital media. All teachers have access to Art Express which is a skills based Scheme.

The Art Curriculum is organised into topics at Key Stage 1 and units, linked to the projects at Key Stage 2. Children in the Reception Year develop art skills through one of the six areas of the Early Years Foundation Stage. There are opportunities for single subject study, integration with other subjects and the development of cross curricular themes, dimensions and skills. The Scheme of Work specifies suggested learning activities which are sequenced to ensure logical progression.

Children in Years 1 to 6 have a sketchbook to make notes, practise in, and to keep as a record of work they have done

Teachers at both Key Stages will need to plan tasks around the Scheme of Work which are relevant to all their pupils. They are taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences, teacher prepared materials, practical tasks for pupils, educational visits, art packs, and other resources (e.g. television programmes, information technology and homework).

All pupils will also study Art from Non-Western cultures at some stage during their primary education

All pupils will be given opportunity to evaluate and respond to art, craft and design and develop ICT skills.

### **Classroom Organisation and Teaching Style**

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work co-operation, effective learning and understanding are promoted, but children may work individually or as a class to ensure differentiation, matching and assessment.

Whichever style is chosen the key issue is that the work should be matched to the children's ability.

A range of materials and equipment are made available for the children to choose to work in different areas.

### **Time Allocation**

Art is taught both through art specific activities and through other subjects. Therefore during the periods when Art is taught through other subjects it will receive more teaching time. Every teacher tries to spend at least one session per week on Art specific activities to ensure progression of skills.

### **Resources**

All classrooms have their own art resources. There are extra resources on the shelves in the work area. Extra paints and clay are in the cupboard in the work area. The Art Co-ordinator is responsible for the maintenance and review of these Art resources.

Art work is carried out in classrooms, the work area and outdoors when appropriate. Nursery Nurses, Non Teaching Assistants and parents may all be involved in Art activities.

### **The Role of the Art Co-ordinator**

The role of the teacher co-ordinator is described in the relevant job descriptions, but includes assisting other staff, monitoring and evaluating the teaching and resources, and leading the curriculum review. Also, refer to the School Co-ordinator Policy

## **INSET**

The needs of the school and the staff with regard to INSET are considered and planned for by the subject co-ordinators, the staff development co-ordinator, and in the process of drawing up the School Development Plan in which the headteacher will decide upon INSET priorities and their funding.

The need for INSET provision may be identified through the teacher's own recognition or as a result of appraisal, curriculum review, school development planning, job description review or inspection.

INSET may be provided by our own school staff, cluster group activities, Advisory Teachers or L.E.A. courses.

## **Special Educational Needs**

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in Art and Craft lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment needed for a lesson is available to such children. If teachers require any special art equipment other than large and small paintbrushes and left handed scissors they must bring this to the attention of the Art Co-ordinator and the Special Needs Co-ordinator.

It is important to concentrate on pupils' abilities and needs. At times it may be appropriate to have the support of a Teaching Assistant to during Art and Craft. If this is the case, it is preferable to have the Assistant working with a group of pupils which includes those who need the support. Some pupils may need reassurance and patience to help improve their confidence.

## **Equal Opportunities**

It is the responsibility of all teachers and non-teaching staff to ensure that all pupils have access to the Art curriculum irrespective of their gender, ability, including gifted pupils, ethnicity and social circumstance, and make the greatest progress possible.

## **Assessment and Record Keeping**

Assessment, which includes formative and summative, is essential to ensure continuity, progression and achievement. Also, refer to the Whole School Assessment, Recording and Reporting Policy.

The co-ordinator will keep samples of children's work to show skill progression throughout the school.

**Date approved by staff: 12<sup>th</sup> October 2016**

**Date approved by Governors: 27<sup>th</sup> October 2016**

**Review date: October 2019**