



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Art

Date of Policy: April 2018

Member of Staff responsible: R. Fox

Review date: April 2021

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Art Policy

AIMS

We aim to teach children to:

- develop a visual awareness;
- provide opportunities to use art to record feelings and express creative imagination;
- develop visual vocabulary;
- understand the visual elements of colour, texture, line, tone, pattern and shape form in order for them to effectively express themselves through artistic means
- develop mastery of a range of tools, media and processes;
- develop critical abilities and an understanding of cultural heritage;
- acquire artistic skills and techniques;
- develop their Information Communication Technology (ICT) capabilities;
- develop their capacity to evaluate their own and others artistic endeavours.

PLANNING ART

- We operate a planning procedure agreed by the whole teaching staff, based upon the new 2014 Primary curriculum, with units being adapted to complement topic themes in each year group. Staff follow a scheme of work based around our topic approach. Medium term and weekly plans give details of appropriate activities and outcomes. Staff are encouraged to share their own strengths and expertise and are encouraged to be creative.
- Whole school art themes are incorporated into the school calendar.
- Art and Design work is integrated into the whole school topic planning grid. Units of work from the long term plan are planned for on a termly basis in medium and short term planning for each year group.
- Teachers should refer to the 2014 Primary curriculum when planning and are encouraged to develop their own ideas, within the aims and objectives of each unit, as appropriate to the age range and what is being taught in other areas of the curriculum, to develop cross curricular links.
- Planning should take into consideration different learning styles and provide opportunities for the children to maximise their learning opportunities.
- Planning should ensure progression of skills, concepts and techniques and be differentiated by outcome.



TEACHING STYLES AND STRATEGIES

Art is taught by the class teacher. A range of styles of teaching is necessary for the teaching of Art. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include

- opportunities for teacher exposition;
- discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;
- consolidation and practice of fundamental skills and routines;
- use of ICT, museum resources and outside visits;
- first hand experience;
- investigation work;
- classwork, group work, individual work;
- recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work;
- experience of artists and crafts people;
- provision of different media and sketch books.

EQUAL OPPORTUNITIES

It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within art and design activities, regardless of race, gender, ability or Special Educational Needs.

SPECIAL NEEDS

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products, they should be encouraged to participate in Art and design activities with help from others.

GIFTED AND TALENTED

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The Art and Gifted and Talented coordinators should be informed. Pupils who are Gifted and Talented within Art are offered the same curriculum as all other children however they may work on activities at an extended level, using support staff and the Gifted and Talented co-ordinator to give extra guidance where appropriate.

I.C.T.

Computers and digital cameras are available within each classroom. Appropriate software (textease paint, and other paint programs) to support the teaching of art is available. The ICT suite enables access to the Internet and the use of a scanner to give further support.

ASSESSMENT, RECORDING AND REPORTING.

There is no statutory requirement for formal assessment of each strand of Art and design to take place, however teacher assessment is used to inform future planning and to review children's progress. Specific skills are to be assessed in accordance to the 2014 curriculum and individual names recorded as those exceeding expectations and those who have not meet expectations on assessment grids. Any names not recorded on grids are at expected level. These levels are then

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entered onto the school progress tracker in July and results to be reported to governors and annotated onto SIP. Art and Design activities are used throughout the school to assist teachers in making formative and summative assessments.

Children are encouraged to make an oral or written evaluation of their work and be given the opportunity to discuss their work and that of others within the group. Peer-to-peer critique can be used in this way to help improve children's specific skills. Children will use a sketchbook to record their work. This will move up through the school with them and be valuable in monitoring a child's development in art and design. Teachers are expected to record observations of children's progress and where possible evidence will be kept in the form of children's work, finished products or photographs.

Parents receive written information about children's learning and progress in Art and design as part of their child's end of year report.

RESOURCES

The school has a wide range of resources for use in Art and Design, which are developed and added to in line with developments within the curriculum area. As well as practical resources and tools there are teacher and children's reference books and video materials. There is a central store of materials and equipment, which for health and safety reasons only staff may access.

It is the responsibility of all staff to keep the central store tidy and organised.

The Role of the Art Co-ordinator is to

- purchase, organise and maintain teaching resources;
- manage a delegated budget and keep spending within it;
- encourage and assist in-service training;
- keep up-to-date by attending courses and feedback sessions organised by Local Education Authority, Cluster groups or other colleagues;
- provide guidance and support in implementing NC and schemes of work;
- offer specialist advice and knowledge for special needs and gifted pupils;
- to co-ordinate recording and presentation throughout the school after consultation with colleagues;
- advise the Headteacher of action required (e.g. resources, standards etc.);
- encourage ways of involving parents in their children's learning;
- promote liaison between school (moderation etc.);
- provide support for all who teach art and so improve the quality and continuity of art teaching, learning and assessment throughout the school

Art is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied to across the curriculum to support work in other subjects, such as science, maths and DT.

This policy statement will be reviewed and modified every two years.