

Northcote Primary School

Art Policy

'The personal element within Art creates curiosity and interest in children, places to work within a meaningful context and generates feeling responses to the ideas and problems presented by the activity.'

....Barret....

Introduction

Art is a stimulus by which children can express their imaginative element and experience several forms of creativity including art and design, dance, drama and music. Its incorporation into other subjects serves as an effective vehicle for the achievement of cross curricular objectives. Our whole school outlook upon the arts (art and design, dance, drama and music) ensures that all children enjoy, participate and develop their skills during all activities due to our child-friendly inclusive policy. Art across the curriculum serves as an invaluable tool for all children to demonstrate their strengths and vision.

Northcote Primary School provides arts education because we believe the subject provides an essential opportunity for children to embrace their creative side whilst developing upon a wide range of knowledge, skills and understanding. The arts are not constricted by children's academic ability and a large amount of enthusiasm and intrinsic motivation is present in children when completing creative activities that are perhaps not present with all children in other subjects. It gives all children the chance to excel in something, achieve objectives, and produce pieces of work/performances/compositions that they value and are proud of whilst they enjoy themselves.

Aims

Our approach to Art is based upon our general school aims. In particular we feel that art will:

1. Allow for free expression, through a variety of media.
2. Develop creativity within a progressive framework.
3. Allow the imagination to develop with encouragement, help and understanding.
4. Develop the child's visual perception of the environment at home, at school, in the immediate vicinity, nationally and internationally.
5. Be developed as a subject in its own right, as well as being a valuable tool within other areas of the curriculum.
6. Give children the opportunity to evaluate Art work, both their own and others critically.
7. Give opportunity to articulate and communicate ideas, opinions and feelings.

8. Give opportunity for achievement, at all levels, standards and capabilities.
9. Provide activities which enable the knowledge and understanding of the work of artists, designers and craft workers from a variety of cultures by visiting galleries, museums and in the local environment, as well as actually meeting artists.

Curriculum Organisation

Class teachers will be responsible for the delivery of art via following set schemes as outlined in each year group's units of work. Art is to be delivered during set art lessons each week and via the vehicle of other subjects/cross curricular links. The children will have the opportunity to work individually, in small groups and as a whole class in their classrooms, in the school's computer suite and in areas around and outside the school.

- a) In order for breadth and balance, continuity and progression, each year group will have the opportunity to develop skills in: drawing, painting, collage, printings, 3D art and textiles as a topic to be covered each half term in KS2, but allowing more flexibility in KS1.
- b) Sketch books will be introduced into the curriculum at KS2 and should accompany the children through each subsequent year group. A variety of media should be incorporated in the sketch book, in which children should record, explore ideas and materials, investigate and experiment.
- c) Pupils will be following the guidelines on the 2014 National Curriculum guidelines.
- d) The co-ordinator will facilitate the growth of development of art across the key stages and should be viewed as a 'resource' to non-specialists, in promoting enrichment of the curriculum and in providing motivation and inspiration to others.
- e) In an effort to create an environment for learning, the use of effective display work is promoted throughout the Key Stages at all times, including 2D and 3D materials and using photography where it is impractical to display. Children are encouraged to actively participate and be responsible for creating displays, thus demonstrating the value placed on their work.

Co-Ordination

Whole school planning for art through all subjects will be undertaken by all staff. An art audit will be done each year by the co-ordinator, with input from all other members of staff, so that resources can be replenished on a regular basis. Identifying any gaps in professional development and supporting.

Assessment, Monitoring and Evaluating

Class teachers will be responsible for the assessment and recording of pupil's art capabilities and achievements using 'I can statements' which are directly linked to the 2014 National Curriculum. These achievements must be praised and rewarded as would any exceptional achievements in other subjects.

Co-ordinator will meet with teachers informally to discuss progress and resources on a regular basis.

Assessment and the recording of a child's personal development is required throughout the key stages e.g. verbal responses, working methods, safe practice and social skills (i.e. working with others). In order to avoid distinctions and comparisons between pupils we endeavour to assess sensitively, aiming to recognise achievements of the pupil on an individual level.

Reporting to parents will be through three open evenings (one in October, one in the Spring term and one at the end of the summer term). Parents will also receive a written report detailing the coverage and attainment in regards to the National Curriculum at the end of the Summer term.

This policy will be reviewed annually, as will schemes of work. Development of teacher's expertise may be provided through in-school inset provision, in class support from the co-ordinators, focussed staff meetings and attendance at externally held courses.

Implementation

Art requires an extensive range of resources both durable and consumable. Class teachers should inform the co-ordinator of any resources needed to be included in requisitions. Each classroom will have a basic stock of equipment which class teachers should be responsible for. KS1 and KS2 will have separate resource bases. Art papers and card will be accommodated within the stock rooms but more specialised equipment will be in art resource bases.

Special Education Needs and Differentiation

Art education is one particular area of the Curriculum which allows a great deal of pupil creative expression and non-verbal communication. Therefore, we aim to use the area of Art, Craft and Design as a means of supporting children with S.E.N. to develop their own learning skills and levels of personal self-esteem.

Every effort will be made to adapt all areas of the Art Curriculum to suit the individual needs for children with disabilities and to accommodate those children with the sensory impairments. We also recognise the valuable role that Art, Craft and Design can play for children with emotional and behavioural problems, in both personal and social development.

Equal Opportunities

It is our intention to provide each and every pupil with a broad and balanced art curriculum. A curriculum which also approaches those key issues associated with multi-culture and gender. It is our belief that all children (regardless of their own particular ethnic group) have the same entitlement to a broad and varied multi-cultural art education, an education which provides a unique insight into the historical and contemporary traditions of both their own culture and that of other nationalities. In addition, every effort is made to seek out ways of reinforcing sexual equality within the classroom where both sexes are treated fairly and are provided with the same educational opportunities.

A.O.T.s

Although teachers are ultimately responsible for the care and education of the children, we encourage other adults (parent helpers, students, classroom assistants etc) to share their many fine contributions with the class.

Health and Safety

In teaching certain practical elements of Art to pupils, we recognise that safety is a key issue. All safety precautions must be taken. This is done by recognising health and safety in the classroom organisation and, furthermore, by giving children guidance on how to use the equipment provided. Monitoring the pupils in small groups helps overcome the problems of safety when using potentially dangerous Art equipment.

Member of staff responsible :

Date Policy written:

Date to be reviewed:

Mrs Dwyer

September 2017

September 2018

Date approved by Governors:

Signature of Chair of Governors: