



Settle CE Primary School

Arts Policy and Guidelines

1. Policy Statement

At Settle Primary School we aim to provide the children with a broad and balanced experience in all areas of the Arts. Art education today emphasises the development of the whole child. We should help children to gain the practical skills that will enable them to achieve a deeper knowledge and understanding of what they are doing. Exploration is a valuable learning experience, it not only allows the child to see the full potential of what they are working with, but also gain some skills with the tools being used.

In both Key Stages the Programmes of Study encompass knowledge, skills and understanding which are taught through breadth of study which involves exploring a range of starting points for practical work, working as individuals and collaboratively on two and three dimensional projects of different scales, using a range of materials and processes, as well as investigating art, craft and design in the locality and in a variety of genres, styles and traditions.

Teaching will ensure that children will be given the opportunities to:

Explore and develop their ideas, investigate a wide range of materials and processes as they investigate and make in art, craft and design, evaluate and develop their work and be taught about visual and tactile elements and the differences and similarities in the work of artists, craftspeople and designers of different times and cultures.

2. Aims and Objectives

To enable the children to:

- Communicate their ideas and feelings and to feel successful at each stage of development.
- Develop the ability for a creative thought and response to a variety of stimuli.
- Experience a wide variety of materials, tools and techniques with growing confidence.
- Develop physical and perceptual skills.
- Access other areas of the curriculum through Art.
- Feel a sense of ownership of their work.
- Value and care for materials and tools, thus developing an awareness of safe practice and procedures.
- Develop the ability to evaluate with reference to their own work and the work of others.
- Study the work of artists, craftspeople and designers past and present and an understanding of different cultures, customs and ideas.

- Develop the skills of planning, organisation and visualisation, express ideas and concepts through the language of Art when discussing and producing their own and looking at the work of others.

We aim to:

- Create an ethos based on the assumption that the creativity through art is not an 'extra' but an important part of the curriculum.
- Ensure that the Art curriculum will be accessible to all children.
- Give opportunities for the children to have access to a variety of materials and tools to teach a range of techniques.
- Give the children the vocabulary to go with their techniques.
- Give the children time to reflect and encourage them to express themselves creatively.
- Give each child a sense of achievement in their outcome.

3. Implementation and subject organisation

Art and design is implemented with a variety of approaches and emphases throughout the academic year. It is taught continuously as part of a balanced curriculum following the Programmes of Study adopted by the school.

The schemes of work have been developed in line with the National Curriculum. Projects are linked to QCA units and / or cross curricular themes.

Teachers need to record half termly planning to indicate the content to be covered and learning intentions that reflect the differing abilities that are in class. The Art Leader will use this planning as part of a monitoring tool on the Art curriculum within school.

4. Time allocation

The time allocated for Art may vary, depending upon the implementation of cross-curricular themes. The average should be approximately one hour each week, but teachers may use their professional judgement and allow some flexibility.

5. Classroom organisation and teaching strategies

A variety of teaching strategies should be used.

- Whole class teaching to introduce an Artists work or explain a technique.
- Group and or individual work following whole class input.

Within the classroom there should be opportunities for both individual and whole class involvement. Children of all ages should be given the chance to experiment with a wide range of media and try out work which is 2 dimensional and 3 dimensional, large and small, and should have opportunities to work from direct observation, memory and their imagination.

5. Record keeping, assessment and reporting

See whole school policy on assessment and recording.

The implementation of the Programme of Study is monitored by the Art co-ordinator and school senior management team. Information on individual assessment is recorded in the annual report to parents.

The Programme of Study doubles as a record of skills taught, materials used and art discussed. Variations from the long term plan should be noted to avoid future repetition.

Children's drawing progression will be recorded in individual sketchbooks taken with them through school. Each child from Year 1 will have a sketch book to be used for samples of colour mixing, media exploration, design ideas, observations and development of ideas.

In order to ensure that pupils are achieving across the age range served by the school, each year group should record digitally examples of children's work completed each term to show progression and breadth of study. This record should then be handed to the co-ordinator.

Criteria for assessment is contained within the QCA documents where applicable.

Success criteria:

- Evidence of art and design work in displays, sketch books and topic books.
- Evidence of learned skills and knowledge from observation and questioning.
- Evidence of pride in children's work and display.
- Evidence of enjoyment and achievement by observing and talking to children about their work.

6. Equal opportunities

All pupils, whatever their individual characteristics and needs, will find benefit in this curriculum. They will find opportunity to aspire to their own highest level of achievement through creative work which contains the necessary qualities of adaptability and flexibility. They will be encouraged to fulfil their potential as all children have equal entitlement to the Art and Design curriculum. Considerations of ethnic and cultural needs should be incorporated in the planning stage and pupils are encouraged to appreciate, value and celebrate the attitudes and customs of a range of cultures and make use of personal art forms to share their own culture and beliefs.

7. Health and Safety

Class teachers should always be aware of the health and safety of children in teaching art and design.

Clay: clay dust is a health hazard though good housekeeping will obviate problems. The boards and working surfaces together with tools should be cleaned at the end of every activity to avoid unnecessary dust being generated from dried clay. Any dried clay not being painted should not be left exposed in the environment.

Aprons: children should wear aprons for all clay activities and for protection when painting.

Paint pots: Glass containers should not be used for this purpose.

8. Resources

Resources and materials for Art and Design are kept in the Art / DT stock cupboard. Adults should check that equipment is returned to the cupboard and stored correctly. Please inform the co-ordinator if materials run out or become damaged.

9. Staffing issues

The wide range of art forms requires our teachers to broaden their own knowledge, skills and understanding, especially those of other cultures, so they need on-going opportunities to refresh their creativity. We use outside practitioners, school visits, festivals and partnerships to give teachers new experiences and develop their understanding of the wide range of art forms, in addition to enhancing the children's learning. Teachers are regularly monitored by the co-ordinators, who then give detailed feedback on planning, teaching and learning, whilst INSET is planned appropriately.

Joanne Wright
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Reviewed: September 2018

Next Review Date: September 2020