

Meadowside CP & Nursery School



Art Policy

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Reviewed & Agreed by Governors	June 2017
Next Review	June 2019
Head teacher	Stuart Wright
Chair of Governors	Jo Warburton

Art Policy

Policy Statement

At Meadowside CP and Nursery School, we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake, Children's Laureate

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum, gives children the opportunities to develop specific art skills, and reinforces skills already established. As a school, we do celebrate and recognise the work children create and annually enter the Warrington PAN exhibition, where the children's work is creatively show cased.

Intentions

It is the intention of this policy to inform staff, governors and parents. We seek also to ensure continuity and progression for all pupils throughout each Key Stage.

Equal Opportunities

We aim to ensure equal access to all aspects of the Arts curriculum, regardless of gender, race, disability or socio-economic background, and to develop pupils' sense of personal and cultural identity, which is confident and openly receptive and respectful towards other identities.

All children including those with special needs are entitled to a programme of Art and Music, which includes the National Curriculum.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

Role of the Subject Leader

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- keep up-to-date on the use of Art in the curriculum
- promote art throughout the school e.g. PAN exhibition, designated Art weeks and school Art Club
- to monitor use of the sketchbook throughout the school

Aims

Here at Meadowside CP and Nursery School we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook

- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art
- through art extend and enrich other curriculum areas

Aims	Objectives
Engaging with a variety of art forms to explore values, attitudes, feelings and meanings	<p>provide a minimum of 10% of curriculum time on high quality arts experiences including music, art and design</p> <p>provide regular opportunities for cross-curricular work in the art through targeted departments planning together to ensure our curriculum celebrates diversity in the arts</p> <p>provide opportunities to develop creativity, self-esteem, confidence and maturity through participation in the arts</p> <p>ensure that arts teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts</p>
Developing the ability to create, appreciate and make critical judgments about artworks	give children opportunities to create, present, reflect on and evaluate their own work as well as that of their peers and professional artists through well

	considered units of work for each arts subject
Encouraging children to work independently and in teams, to share arts experiences and present artworks to others	<p>give all children an opportunity to exhibit work or take part in a performance at least once a year</p> <p>give children the opportunity to take part in out-of-hours arts activities throughout the year</p> <p>present art work to parents and the community at least once a year</p>
Increase active and independent involvement in cultural opportunities	give children the opportunity to see work exhibited or performed by professional artists at least once a year.

Extra-Curricular Clubs

At Meadowside CP and Nursery School, we aim to use staff to offer a range of Arts based clubs through our after school provisions. These include: Art club open to children throughout Key Stage One and Two, Movie Club, and our school choir.

Focus week

This week focuses the whole school on arts activities at least once a year. It offers cross-curricular links and offers opportunities to learn about other cultures. A theme is chosen and wide ranges of arts activities are offered to the children: Their work is then exhibited widely throughout the school.

Teaching and Learning

The Foundation Stage the different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality-learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Activities are planned to ensure a clear progression of skills across each year group. Our planning includes opportunities for

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books
- first-hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

Cross-curricular links

Opportunities will be provided to develop pupils':

- acquisition, understanding and use of vocabulary of art
- creative skills;
- knowledge and understanding of the world around them;
- sense of time and place;
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Assessment, Recording and Reporting

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development.

Teacher judgements may relate to:

- * Comparisons with pupil's previous work
- * Discrete comparison with peers photographic evidence and sketchbooks are both important tools for recording and assessing pupil's work. Along with planning, this is systematically monitored by the art co-coordinator on a termly basis.

- * Pupil's ability to select appropriate materials
- * Pupil's organisational and collaborative skills
- * Judgement of pupil's developmental skills