

Hanley St Luke's CofE Aided Primary School

Policy for Art



Reviewed: Autumn 1



"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep."

-Scott Adams

We actively encourage the children at Hanley St Luke's to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas. Teaching should ensure that children have the opportunity to develop a range of skills through the creative curriculum.

Our Aims:

- Enable children to develop ideas
- Allow children to explore and master techniques.
- Develop children's knowledge of great artists and allow them to draw on this knowledge for inspiration.
- Enable children to express their emotions, interpret observations, convey insights and accentuate their individuality.
- Nurture every child's ability to draw confidently and adventurously
- Develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing. There is no 'right' or 'wrong' in art!
- Nurture each child's Independence, initiative and originality which they can use to develop their creativity.
- Ensure children have the ability to reflect on, analyse and critically evaluate their own work and that of others.

- Help children to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- Enable children to develop an impressive knowledge and understanding of other artists, craft makers and designers.
- Support and challenge children with special educational needs and those who are gifted and talented.

Objectives:

By working in the following ways we will meet our aims:

- Ensuring skills are clear in medium term planning.
- Ensuring Success Criteria is shared with the children and reflected on.
- Ensuring Equal Opportunity.
- The gradual introduction of a range of materials and techniques and ensure time for the exploration.
- Introducing sketch books at Key Stage 2 to plan and evaluate work as appropriate to the individual and at Key Stage 1 Teachers will keep a record of pieces of work that show progression.
- Working on a variety of skills, individually and as part of a group, in both two and three dimensions, following the skills progression in Chris Quigley essentials.
- Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
- Using memory and imagination as starting points as well as developing work from direct observation.
- Allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit.
- Ensuring the equivalent of one hour of Art per week to maintain a high quality of art throughout the school.

Planning and Provision for Art

Our school currently holds the Arts mark Gold award for our arts provision. All Teachers follow Chris Quigley's essentials curriculum. Which provides teachers with guidelines to ensure all children are meeting the end of key stage expectations. Each teacher is responsible for linking the progression to the needs of their class and the topics covered in the creative curriculum. Teachers further ensure that their lessons cater for the learning needs of all children and allow for pupil progression. Lessons are taught through cross curricular topics including mathematics, in some year groups as weekly lessons, in others as blocks e.g. art days. All staff and children take part in creative arts days focusing on different religions, cultures, artists etc.

The school has an Art Co-coordinator, who works closely with the Design and Technology Coordinator they are available to offer support and guidance to other teaching staff relating to planning and teaching within art. Other skilled staff members are available in school to support staff as necessary.

Assessment, Recording and Monitoring of Art

Teachers regularly use Assessment for Learning, which includes observations, discussion and questioning of the children during their participation in the arts. Success Criteria is included within all planning in the arts, and allows teachers to monitor the effectiveness of their teaching and the learning taking place.

Photographs are used as a means of recording evidence of pupils achievements, along with any work produced.

The Art Co-coordinators also regularly monitor work within art, to ensure continuity, coverage and progression throughout the school and Key Stages.

Self assessment and peer assessment is used regularly to support the children's assessment for learning.

Displays are an integral part of Hanley St Luke's and help to create a creative and welcoming learning environment.

Roles and Responsibilities

The Art Co-ordinator will be responsible for:

1. Ensuring progression of skills throughout the school
2. Ensuring the effective teaching of Art throughout the school and monitoring as outlined in the Teaching and Learning Policy
3. Auditing, organising and purchasing Art and Design resources
4. Offering support and advice on possible teaching activities to all staff

Health and Safety

Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of

Health and Safety are not given proper attention. It is not always possible to remove all risks and hazards. The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways.

It is important that children learn to use items of protective clothing such as overalls, aprons and gloves.

There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use.

Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task.

(Taken from Health and Safety Education & Art for all ages 5-14)

Use of ICT within Art

The use of ICT within the arts curriculum allows children to develop their skills and creativity, both within the arts and other areas of the curriculum in which they are embedded.

Equal Opportunities

All children regardless of ability, should have equal access to the Art curriculum in line with the school's Equal Opportunities and inclusion Policies to ensure that individual learning needs are catered for, including those of children with Special Educational Needs and those children identified as Gifted and Talented.

Teachers will aim to provide effective learning opportunities by:

- setting suitable learning challenges
- responding to children's learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.

Resources and Resource Management

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources. Class teachers should inform the co-ordinator if their class store needs replenishing or if they use up something so it can be replaced.

If a member of staff wishes to request specialist resources for their class they should speak to the Co-ordinator, in advance of when it is required.

Coordinators

Art- K Franklin

Design and Technology- L Rhodes