

Hill Farm Primary School

POLICY FOR ART

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Hill Farm Primary School

Art Policy

Introduction

‘Art’ in this policy is as defined in the revised curriculum 2000, as ‘Art and Design.

The Art policy follows whole school guidance on the curriculum and how it is managed, organized, delivered, assessed and evaluated. It also reflects agreed approaches to other school issues, for example, special educational needs, equal opportunities, (social, moral, spiritual and cultural development and PSHE).

Rationale

At Hill Farm Primary School, children are offered a ‘broad and balanced’ art curriculum.

Art is a form of communication that has been valued and developed by successive cultures from the earliest times. This experience is as relevant today, and is dependent upon children having the skills and experiences which will enable them, as adults, to have the aesthetic knowledge and understanding to relate to what they see, to analyse it and to respond to it from an individual and informed standpoint.

Children should enjoy the process of expressing themselves through the production of a piece of artwork that is individual and unique. This pleasure comes from a personal confidence that results from the child knowing what they hope to achieve and understanding that what they produce can be appreciated by others.

Art at Hill Farm does not exist in isolation it interacts with other aspects of the whole curriculum as well as the outside world. Art has its own essential skills and processes that need to be taught and systematically developed. However, the reinforcement and application of such skills and knowledge is often undertaken through investigations which use key elements drawn from other areas of study as their focus. These investigations present the children with a broad range of experiences upon which they are encouraged to reflect and comment through the expression of their own artwork.

Aims

The school should ensure that all children:-

- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their own ideas through their own artwork.
- Have the opportunity to experience a broad and balanced range of art activities and to show progression within these experiences.
- Become visually literate and able to identify and apply the key elements of art.
- Develop the ability to analyse and make informed critical judgements about their work of other artists, craftspeople, and designers using art specific language.
- Can respond positively and with understanding to the diversity of art, craft and design across different cultures, times and styles.

Objectives

In their own work children should be able to:-

- Show development in their ability to create images.
- Work with confidence in two or three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their own work and the work of others.
- Develop an increasing ability to observe, analyse and record the world about them.
- Understand and apply the basic principles of art, craft and design to include:-

line	tone	texture	shape	form
space	pattern	colour	contrast	composition
	proportion		perspective	
- Record what they can imagine
- Be realistic about their own abilities in art, craft and design and recognise their success as well as areas for development.
- Evaluate the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from the start to the completion of a project or piece of work.
- Recognise the different approaches taken by artists, craftspeople and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.

Teaching and Learning Strategies

The role of the class teacher:-

- Class teachers are to develop Schemes of Work from KS plans.
- Class teachers are required to be directly involved with the children in the lesson to set the task, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.
- Teaching should be undertaken through discussion with the group and individual children as well as through demonstration and instruction. This approach heightens experience and helps to evoke images that remain personal investigation and way of working. Such interchanges will use and extend the child's specialist language.
- Teacher's plans are to state clearly the purpose of the Scheme of Work and the criteria that will be used to judge the child's success. Children need to be aware of these criteria.
- An emphasis is placed on firsthand experience, which enables the child to work confidently from direct observation rather than become reliant on second-hand images.

- In conjunction with the Art Coordinator class teachers are to undertake regular assessment of the children's work, to record their effectiveness, to keep evidence of their development and to report their progress.
- Class teaching will enable the pupils to experience working individually, in pairs, small groups and as a whole class, although it is expected that much of the work will be undertaken individually.
- Pupils are encouraged to take an active part in the learning process by observing, making, thinking, explaining, evaluating and developing their ideas and skills. They are given opportunities to discuss art using appropriate language, examining the work of famous artists is especially important when new and more specialised vocabulary. Where possible, children will have the opportunity to visit museums, galleries and exhibitions to see work of such people on public display (artists, sculptors, designers etc).
- Within art it is important that children have the opportunity to use ICT to develop their art skills and abilities.
- At all times issues of Health and Safety are to be addressed in the planning and delivery of the art curriculum.

Foundation Stages

Basic skills are specifically taught and continually practiced. Children are trained to use resources and equipment safely. From an early age the children are introduced to the 'correct' language of art and encouraged to express opinions about their own work and that of others. They are also introduced to ICT which is used to support their art work.

KS1

These skills are reinforced and developed further and children gradually begin to acquire a range of different techniques they can choose to use in their work. At KS2 the process continues, the children pay increasingly more attention to detail and with more and more skills to draw or, begin to develop an individual style.

There is a consistency in the usage of art materials throughout the school by encouraging similar routines in each classroom. Teachers can build on the experiences in a previous class and so do not use valuable time re-teaching common procedures.

The basic elements in art are:-

1. **Line** – by studying objects which are linear in character. Children are encouraged to make a range of lines with as many different materials as possible.
2. **Colour** – progressing from identifying basic colours, mixing colours to producing secondary colours, shades and tints, making and matching found colours and tertiary colours, to examining tonal effects and how they can be achieved.
3. **Texture** – children are encouraged to touch objects and talk about the surfaces which can be recreated in their work

4. **Pattern** – children are encouraged to observe and make patterns with objects, natural and manmade, to look for irregular/regular, repeating ,symmetrical patterns. Teachers should help children to become aware of more complex arrangements of shapes in patterns.
5. **Form** – children are asked to study arrangements of 3D shapes and to build things in relief by both construction or destruction.
6. **Shape** – children begin by studying basic shapes in the environment and learning their names. Gradually the children are introduced to proportions and perspectives and begin to appreciate relative sizes of objects in space.
7. **Composition** – children are asked to examine the relationship of the other basic art elements in objects and scenes, discussing which are successful relationships and which could be changed and so improved. Children need to be aware how the elements contribute to the overall effect, in the best way possible.

Equal Opportunities

The school policy on equal opportunities will be followed at all times. All children will have access to all aspects of a broad and balanced art curriculum which will reflect the diverse cultural heritage that has affected, inspired and influenced genres and styles drawn from a variety of localities and historical periods.

The cultural background of the children will be acknowledged and respected in both the planning and the delivery of the art curriculum.

Special Educational Needs

The school policy on special educational needs will be followed at all times.

All children will be helped and encouraged to reach their full potential in art activities.

Use of Sketchbooks

The sketchbook is mandatory at Key Stage 2, and all these pupils will be using a sketchbook regularly to record, collect and explore ideas, images and other information relevant to current and ongoing work. The sketchbook is essentially a personal record although teachers will teach children when it is appropriate to use them, how to use them and for what purposes, including reviewing the contents. To ensure continuity of approach throughout the school, teachers will remind children of the use and purpose of the sketchbook at frequent intervals. It is also essential that all children in Key Stage 2 use a sketchbook that is similar in format.

The content of the sketchbook could include:-

- Experiments with using various markmaking media.
- Drawings in a range of media which are:-
 - A record of what has been seen.
 - Preparatory studies for further work.
 - The development of ideas for further study.
- A record of basic skills development.
- Photographic and other illustrative material to support ongoing work.
- Colour schemes and trials.
- A record of observations seen outside of the classroom which will be used as reference material for further work for example on a school visit.
- Details of something that will be drawn or painted in entirety.

The use of individual sketchbooks is not appropriate for the foundation stages and is not mandatory at Key Stage 1, but teachers in both of these important areas will be introducing, developing and using collective 'sketchbooks' that reflect records of skills development, experiences and investigations of groups of children or the whole class. Children will be encouraged to use these books as their own reference material.

Sketchbooks are an essential record of an individual child's experiences throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

ICT in the Art Curriculum

All classes have weekly access to the computer suite and use art packages in accordance with ICT planning ie. Paint, Publisher, Early Essentials, Internet etc. Digital cameras and scanners are also available and their use encouraged.

Differentiation

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and, as most art activities will be open ended and planned differentiation will be by outcome, individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options they may be considering and raise individual standards. There will also be times when individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, will be working to their full potential in all art lessons.

Organisation and Management

1. Organisation

Hill Farm art key stage plans are based on the following minimum time allocations per year:

Foundation stages – children visit a range of activities related to creative development on a weekly basis.

KS1 and KS2 – 1 hour per week (37 hours per year).

This may be alternated with Design and Technology. Therefore, a whole afternoon may be dedicated to the teaching of Art, Craft and Design.

2. Management

The Role of the Coordinator :-

The Art Coordinators at Hill Farm Primary School are responsible for developing, reviewing and updating relevant policies, schemes of work and associated records. It is the coordinators responsibility to monitor the art curriculum and ensure that differentiation and continuity are planned in the teacher's medium term plans.

It is the role of the art coordinators to monitor the teaching and learning taking place through schemes of work and discussions with class teachers on a termly basis.

The Art Coordinators will attend relevant meetings and courses keeping up to date with current thinking and developments, and sharing relevant information where appropriate.

Additionally the Art Coordinators will be responsible for the purchase and maintenance of the resources used throughout Key Stage 1 and Key Stage 2.

Planning

The planning of the art curriculum will demonstrate that all children from the foundation stages to Year 6 have a developing range of experiences that meet the requirements of the National Curriculum and reflect a broad and balanced art programme which meets the needs of all abilities.

Long Term

The art curriculum will be organized into a series of progressive units that enable the children to learn, apply and develop their art skills and abilities. The planning of these units will ensure that the children build upon previous skills, knowledge and understanding. It will also show clearly that children have regular opportunities to develop essential basic skills. The gradual introduction of the International Primary Curriculum will lead to increased opportunities to develop these skills through an increased use of topic work across the curriculum.

Medium Term

The schemes of work will follow the school formatting and guidelines. Each scheme will include information relevant to the teaching of art.

Assessment, Recording and Reporting

Assessment in Art will follow the school Assessment Policy.

Throughout each unit of work the teacher will monitor the children's progress through:-

- Observing the children working.
- Discussing the work with the children during and after the activity.
- Evaluating the children's artwork against the agreed criteria for the activity.

Children will also be involved in the process of assessing their own work, and at the end of a topic or unit of work they will be given the opportunity to review their work against the declared criteria.

Teacher's records will identify the experiences that the children have received and the quality of the individual child's response to the unit of work. The collection of limited evidence relating to key experiences (for example, drawing and painting) will help to show progression.

Reporting to parents will follow school guidance and procedures and when appropriate, address the End of Key Stage Descriptions.

Review, Evaluation and Monitoring

The art teaching and learning will be monitored, received and evaluated through the following processes:

Teachers will:

- record evaluative comments as the unit is taught.

The coordinators will:

- look at each teacher's art planning.
- moderate the work across the whole school for continuity, progression and standards of achievement.
- analyse the evaluations from class teachers and organize any changes.
- collect representative samples of work. Examples of a high achiever, average achiever and low achiever to illustrate standards currently exhibited in school..

Resources

Resources and materials will be targeted at the requirements of the schemes of work and the development needs of the children concerned.

Parental Involvement

The school aims to keep parents fully informed about the art curriculum.

The school policy on Health and Safety will be followed.

Where appropriate, curriculum planning documentation will specify advice that relates to particular processes.