

St. John's Cathedral Catholic Primary School

Art Policy

- 1) **Introduction**
- 2) **Rational and purpose**
- 3) **Aims**
- 4) **Objectives**
- 5) **Teaching and Learning Strategies**
- 6) **Matching tasks to pupils' abilities**
- 7) **Use of Sketchbooks**
- 8) **Organisation and Management**
- 9) **Role of the Co-ordinator**
- 10) **Health and Safety**
- 11) **Cross curricular learning**
- 12) **Monitoring and evaluation**

1) **Introduction**

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.

The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the Art Co-ordinator who teaches all Art lessons.

2) **Rational and purpose**

At St. John's School art, craft and design have a significant and valuable role to play in the overall ethos of this school.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding which will enable them to work in variety of media, styles and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria.

Children work individually and within a group to develop their social and personal skills. Art is taught as a specific subject, by the co-ordinator, where skills and techniques are developed that allow children to express their creative talents. Wherever appropriate other

areas of the curriculum can be given expression through art and children will have the opportunities to use and reinforce specific art skills already established.

3) Aims

At St. John's we will ensure that all children:

- Have their entitlement to a broad, balanced, and enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence and skills, to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- 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 and the work of other artists, crafts people and designers using appropriate vocabulary.
- All pupils will be given equal access to the experience of art regardless of gender, race or ability.

4) Objectives

In their own work children should be able to:

- Show development of their ability to create images in two and three dimensions.
- Work confidently in two and three dimensions and in a variety of sizes and scales.
- Experiment with a wide range of different media in order to understand their potential, to become familiar with their characteristics and to develop confidence when working with them.
- Ultimately be able to select their own media 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 work and the work of others.
- Develop an increasing ability to analyse and record the world around them.
- Understand and apply the basic principles of art, craft and design to include: line, shape, form, space, pattern, texture, colour, tone, contrast, composition, proportion and perspective.
- Record what they can imagine in sketchbooks.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss 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 start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people 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.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression to their world.

5) Teaching and Learning Strategies

Art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

- Using a variety of approaches that are matched to the activity, and cater for the range of ability of the children.
- Having the opportunity to examine natural objects, everyday artefacts, historical artefacts (from Hampshire History Centre), visiting buildings and centres of interest, visiting galleries and exhibitions.
- Having the prospect of their work exhibited at the annual PALC conference.
- Developing clear links between art and design and I.C.T. opportunities.
- Encouraging children to work individually, in pairs, small groups and as whole class when required.
- Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.
- Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.

6) Matching tasks to pupils' abilities

Teaching art will address the fact that children develop their ability to make images and learn to apply skills at different rates.

Most differentiation will be by the tasks that are set for each year group, and the outcome will vary according to ability.

Individual children will be supported or extended by relevant questions from the teacher. These interventions from the teacher to individuals should increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when individual needs are met through differentiated tasks.

Both approaches will be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

7) Use of Sketchbooks

Sketchbooks are used from year 1 through to year 6. They are used to record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record, however children will be taught when it is appropriate to use them and for what purpose. Sketchbooks will be marked and work commented upon regularly through each unit of work. In Key Stage One this will be down in a ruled space at the foot of the page, in Key Stage Two comments are made on the termly Response Sheet at the beginning of each unit, there is a space for children to sign and reply to the comment.

The contents of the sketchbook could include:

The results of experiments with various mark-making media resulting in...

- 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
- Photographs and other illustrative material to support on- going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

Sketchbooks are an essential record of each child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes. When completed a sketch book should be stored in the child's individual portfolio.

8) Organisation and Management

For each year from Year One, planning is based on QCA recommendations and the LCP scheme of work, which has been modified to include a drawing focus within each unit. During each year six genres of art are taught, these are: drawing, painting, printing, collage, textiles and sculpture to include clay work. These areas are taught under the umbrella title of each unit each term.

Time allocation for Art lessons is one hour per week with another forty minute slot, taught by the Art co-ordinator during class teacher's PPA time. A separate programme of work is followed to include the study of a particular Artist's style of work, art from other cultures or mask-making

In Early Years the study of art will be included within the Creative Development area of learning, mostly within the Exploring Media & Materials goal.

9) Role of the Co-ordinator

- Produce the Art Policy and the Year Group plans that meet the statutory requirements.
- Produce the Art development plan with realistic and developmental targets.
- Provide advice to teachers and seek information to help support with appropriate resources.
- To purchase and organise the appropriate art resources.
- To attend relevant Professional Development courses and feedback to staff new information and ideas.
- Monitor progress and report results to SMT and Governors Curriculum Committee.

11) Cross curricular learning

Medium Term Plans for all subjects are creatively planned to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working possibly working in one of the genres they have experienced in Art.

12) Health and Safety

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk.

The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting with scissors or a paper-cutter and using glue guns safely.

All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Art Co-ordinator.

13) Monitoring and evaluation

As sole art teacher the co-ordinator is responsible monitoring the quality and impact of art teaching.

This will be done through teacher's field notes and as a comment to the child in their sketch book, as a piece of work progresses.

Expectations for National Curriculum levels of achievement for each year have been worked out, in co-operation with Cathy Hales, (PALC art advisor). A level should be assigned to each child on the completion of the term's work. There will possibly be a spread of levels for one child as they are likely to excel in different areas of art.

All 2-d work should be stored in the child's individual Art Portfolio, a photograph of a 3-d work can be kept in the same place

The Cathy Hales, the LEA advisor for Art and Design has worked with the co-ordinator and can be contacted for advice.

The art, craft and design development plan is reviewed with the SMT and recommendations for development are recorded as part of the on-going school self evaluation programme.

The art co-ordinator attends termly training for subject leaders held by PALC (Portsmouth Arts Learning Community) and Portsmouth LEA. Additional training events are also held as part of staff meetings. These events are informed by the monitoring of teaching and learning, local and national initiatives.

Liz Kern April 2008