

Grand Avenue Primary and Nursery School

Art Policy

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Agreed by staff and Governors – Summer term 2021

Review date – Summer term 2024

1. Philosophy

At Grand Avenue we believe that art and design is the freedom of the individual, the freedom of expression, which contributes, to a unique way of understanding and responding to the world.

2. Aims

Our aims at Grand Avenue are:

- To enable pupils to use, understand and enjoy visual forms of communication and to be able to express feelings and ideas through these forms, with sensitivity and values.
- To stimulate each individual's creativity and imagination by providing visual, tactile and sensory experiences.
- To provide pupils with the skills to select, use and manipulate appropriate materials, equipment and relevant technology to meet personal needs and those of a rapidly changing technological society.
- To explore with the children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of Art, craft and design in their own lives and in different times and cultures.
- To develop confidence, awareness and respect for self and for their peers.
- To learn how to make informed, thoughtful, aesthetic and practical judgements on their own and of other's work.
- To develop and refine motor skills, spatial, visual and tactile skills.

3. Organisation

The Foundation Stage

Art will be taught through the Creative Development section of the FS Early years curriculum. Children will have the opportunity to:

Explore what happens when colours are mixed

Make constructions, collages, paintings and drawings.

Choose particular colours to use for a purpose.

Experiment to create different textures.

Work creatively on a large or small scale.

Key Stage One and Two

Art is a foundation subject in Key stages 1 and 2. It has five areas of study :

Exploring and developing ideas

Investigating and making Art Craft and design.

Evaluating and developing work

Knowledge and understanding

Breadth of experience.

The school has designed a Programme of Study to be used throughout the school, ensuring continuity, coverage and progression of skills as set out in the National Curriculum. The document shows concepts, skills, links to the National Curriculum and vocabulary to be explored. Where possible planning will show cross curricular links.

Key Stage One

Children will experience Art through:

Exploring the visual, tactile and sensory qualities of materials and processes

Having opportunities to explore the use of colour, shape, space, pattern and texture to represent their own ideas and feelings.

Focused work on artists, craftspeople and designers

Asking and answering questions like: "what is it like?" "What is it made from?"

"How is it made?" "What do you feel about it?"

At the end of Key Stage One the children are given the opportunity to create a self-portrait using acrylic paint. These portraits are displayed in school and serve as an emblem of transition into Key Stage 2. When leaving the school at the end of Year 6 the children are given these portraits as a keepsake of their time at Grand Avenue School.

Key Stage Two

Children will experience Art through:

Controlling materials, tools and techniques

Using visual and tactile elements, materials and processes to communicate what they see, feel and think;

Asking questions to increase critical awareness of roles and purposes of art in different times and cultures

Developing language and communication skills. (E.g. through Multi media, sketchbooks etc.)

Opportunities to value work with others, listening to and respecting the ideas of others and learning to value different strengths.

4. Responsibilities

The Art co-ordinator will be responsible for:

Monitoring and reviewing practice across the school

Advising and assisting colleagues in implementing the Programme of Study

Ordering and organising resources and equipment.

Liaising with outside advisory teams and other agencies.

Ensuring the Programme of Study is in line with the demands of the National Curriculum

Monitoring all aspects of planning

Observing art lessons being taught and provide feedback

Undertaking a pupil voice and act on responses from children

Ensuring assessment is consistent across the school

Ensuring the correct vocabulary is used when teaching art

Updating staff on local and National initiatives

Analysing data from record keeping

Producing and completing an annual action plan

Reporting to the Headteacher, staff, parents and Governors

Supporting staff when displaying children's work throughout the school

Collecting evidence of displayed art work and topic work, through photographs.

Working with, guiding and supporting the Year 6 Art champions

The Role of the Governors

The governors will be responsible for:

- Becoming familiar with issues surrounding this policy;
- Agreeing the policy, revisions and amendments;
- Evaluating the success of the policy through visits to the school;
- Raising the topic on a regular basis at Governing Body meetings;
- Regularly reviewing the policy, alongside the art coordinator;
- Supporting the implementation of the policy;
- Ensuring funding to support this policy is considered during the budget setting process;
- Meeting with the art coordinator on a regular basis;
- Having a clear view of the strengths and areas for development;
- Attending relevant training;

5. Staff Development

The art co-ordinator will advise and assist colleagues in any aspects of the art curriculum, e.g. locating resources, assisting with practical ideas. Organised INSET and staff meetings may be allocated to art co-ordinator and other members of staff according to the school development plan. The art co-ordinator may also signpost other staff to relevant CPD opportunities

6. Planning, Monitoring and Evaluation

Planning is divided into three steps:

Step one: Long term

The long term planning for Key Stage One and Two will be undertaken using the National Curriculum and school Programme of Study, mapping out the year ahead. This ensures that all aspects of the art curriculum will be taught by the end of each academic year. In Foundation Stage the Early Years curriculum is followed.

Step Two: Medium term

A medium term plan is produced showing cross curricular skills and aspects of art to be taught during the term showing skills and activities. A medium term plan is completed showing how skills will progress week by week.

Step Three: Weekly.

Detailed plans are created on an agreed school proforma including ;Learning Challenge, differentiation, support for vulnerable learners and AfL opportunities.

The Art co-ordinator will monitor this policy in a variety of ways including book looks, pupil voice, scrutiny of planning and lesson observations. Areas for development will provide focus for the annual action plan.

7. Assessment and Record Keeping

In the Foundation Stage a learning journal is kept with examples of artwork included and annotated.

From Year One each child has a sketchbook that will be used as the child progresses through the school as evidence to show progression of skills and to inform assessments.

Through discussion, observation and by listening to the children the class

teacher will assess whether the objectives of the lesson have been met, this information will then inform future planning.

At the end of each year the class teacher will complete an end of year assessment record, showing which children are meeting age related expectations, which children need support and which children are showing high ability in art. Records for PPG children are also made. This record is kept on the school computer system, used by the art co-ordinator for analysis and for the receiving teacher to begin planning.

8. Resources

There are 3 main types of Art resources.

1. Consumable equipment (paints, pastels, clay)
2. Books to assist the teaching of a particular skill.
3. Tools for art. (Brushes, scissors, clay tools)

The art budget is used to fund these resources.

In every classroom there will be: - paints, paintbrushes, glue spreaders, scissors, palettes, water pots, PVA glue, Sketchbooks, A4 coloured sugar paper, card, tissue paper, foil paper and gummed paper.

All of these resources in the classroom are to assist children in developing their own independence in using the correct resources for a variety of artwork.

It is the responsibility of the class teacher to ensure that centrally held resources are returned and that they are stored correctly and safely.

9. Equal opportunities

Art can help pupils form a view of their world and of the place within it. We believe that study of art can contribute significantly to help pupils challenge traditional attitudes and stereotypes. Pupils will be presented with examples of work of artists, craft workers and designers of both sexes and from a wide range of cultures.

All pupils will have access to the art curriculum regardless of age, gender, maturity, ethnicity, physical ability, special need or faith.

10. Special Educational Needs (Including More Able)

The needs of all pupils are taken into account during art lessons including use of different tools and materials to ensure success.

Talented pupils will be provided with individual opportunities, including more specialised equipment, extra time and challenging programmes to meet their greater imaginative and creative potential. The art co-ordinator will provide examples of more able art pupils to support class teachers in identifying children with a special flair for art.

11. Parental and community involvement

We welcome the part extra adults can play in supporting the teaching of Art. We aim to provide opportunities for pupils to visit local galleries and events to support their understanding of art in the world around them.

Parents/carers are regularly invited into school to view and celebrate displayed artwork.