

Maple School Art Policy



Reviewed in Autumn Term 2008 by Julia Turner in consultation with Tim Bowen, Val Kemp, Mandy Sykes, Mel Haygarth, Sophie Pagett, Laura O'Shea, Katie Hardy, Nan Banfield, Catherine Brooke and Rachel de la Criox.

Date of next review: Autumn Term 2012

Art Policy

1. Agreed Understanding

Art is the study of art, craft and design. It is the representation of observations, scenes and feelings in 2D and 3D form. It combines the creative application of knowledge, skills and understanding.

2. Aims

- a) To allow pupils to develop their artistic potential through taught skills and exploration in a supportive environment, which encourages respect for individual interpretation.
- b) To ensure equal opportunities for learning.
- c) To provide opportunities to select suitable materials, media and tools for a task.
- d) To give the opportunity to learn through discovery, allowing the children the time and flexibility to develop their own ideas.
- e) To encourage children to work safely, individually and collaboratively, showing respect and consideration.
- f) To enable children to appreciate human achievements and aspirations and the aesthetic values of the Arts, by discussing the work of artists, craft workers and designers, and thereby developing their understanding of the contribution they have made to the world's culture and progress.
- g) To provide children with opportunities to express themselves in emotional terms through their art experiences.
- h) To study and record both man-made and natural phenomena.
- i) To use ICT programmes, photographs and camcorders to enhance our teaching of Art where appropriate.
- j) To provide opportunities for studying historical, cultural and religious art.

k) To involve children in experiencing and learning an artistically visual vocabulary, so that their expertise in the application of visual perception and their visual communication is increased.

3. Curriculum content and Planning

To achieve our aims, the school will follow our own scheme of work based on the requirements of the National Curriculum for Art Attainment Targets and Programmes of Study. Planning for Art is based on this scheme. Long term planning takes the shape of year plans, where appropriate, medium term planning is in half termly blocks and short term plans are done weekly.

4. Teaching

Whilst Art will at times be related to topic work or other cross-curricular links, the teachers also plan specific activities to provide adequate development of the skills, knowledge and understanding associated with the subject.

Planned activities will take account of pupils' previous experience in Art.

Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.

Artists and craft workers will be encouraged to visit and share their expertise with pupils to enhance their learning experience, where appropriate. Teachers may also arrange visits to places of artistic interest, e.g. National Portrait Gallery.

Teachers will ensure that the objectives of lessons and the criteria for success are clear to all pupils. Art teaching is cross curricula, wherever possible, e.g. through History, D & T.

Where the supervision of Art activities is delegated to non-teaching assistants, they will be well briefed and able to support pupils effectively.

5. Progression and Continuity

Progression and continuity are ensured by reference to the whole school scheme of work, and by each teachers' awareness of the activities they should be presenting to their pupils. The school's scheme of work will relate the coverage of the subject to the requirements of the National Curriculum, taking into account the expertise and experience of staff and the resources available for the subject.

6. Assessment, Recording and Reporting

Assessment procedures are followed which relate to the school's overall policy for assessment, and to the End of Key Stage Descriptions for National Curriculum Art.

Recording is kept to a minimum but is sufficient to note an individual pupil's progress and to provide guidance for future teaching and learning. The detailed curriculum plans will be an important aspect of the record and outcomes of Art lessons are recorded on weekly planning sheets. Often a piece of Art work is included in the termly piece of work in the Maple Green books.

An annual written report is produced for each child.

7. Display and Presentation

The school recognises that care in the effective display and presentation of pupils' work and resource materials, and the efficient organisation and presentation of equipment and materials, has a positive effect on pupils' learning and on their respect for the subject.

The children's work in Art is displayed regularly in the classroom and around the school to celebrate their achievements. The visual quality and presentation of displays around the school is recognised as important in developing the children's awareness and aesthetic appreciation. For guidelines for display, see attached Appendix A.

8. Resources

Some basic Art resources are stored in each classroom, such as paints and palettes, water pots and brushes etc. Centrally stored returnable equipment is kept in drawers and a trolley in the Resources room. Disposable stock is in the stock room and in the paper cabinet in the hall. Basic stock is ordered by the Art co-ordinator whilst teachers can order for their own class needs, in consultation with the co-ordinator or from their own class pots.

9. Health and Safety

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. We will aim to ensure all adults working with pupils in Art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's Health and Safety policy.

10. Review Procedures

This policy will be reviewed after four years, or when either of the following occurs:

- a) a new co-ordinator is appointed
- b) there are significant changes in the curriculum.

Appendix A

Guidelines for display: -

- a) The public display areas should be labelled with the name of the class who produced the work.
- b) The work displayed will be changed regularly to ensure it stays fresh and relevant to the children's current learning.
- c) The public display boards and areas will be filled by different classes throughout the school, according to the display rota produced at the start of the academic year.
- d) Displays can be produced to provide information or stimuli as well as showcasing pupils' work.
- e) Individual children's names will be included on the work, without detracting from the artwork.