



Art & Design Policy

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POLICY FOR ART AND DESIGN

Most children come to school with no artistic inhibitions. They develop these by limited expectations of teachers, peer groups, and other adults who conform to a stereotypical image of the correct end product. It is necessary to recognise that it is not always the end result that is all important, but the process and the confidence of individuals attempting the tasks.

It is important that we strive to encourage the pupils' confidence in their own ability, as it is felt that everyone is a potentially 'creative' person, and to encourage the natural ability that all children possess. This is particularly important with respect to less academically able pupils, whose perception of their own worth can often be very negative. Art is the ideal subject in which all pupils, whatever their background, influence or ability, may achieve degrees of success, and thus increase not only their own self-esteem, but also their value in the eyes of others.

The art policy intends to reflect the whole Trust aims by creating a safe stimulating learning environment with a secure and productive atmosphere, where confidence and respect allow all children to develop their full potential in learning together through art which values teaching and learning and stresses the for: -

- Teaching in a secure, safe, and well organised environment.
- Ensuring that work is meaningful and appropriate to how children learn.
- Children to have equal opportunities in all matters and recognising the needs of the individual.
- Co-operation and consideration with and for others at all times.
- Delivering a curriculum which acknowledges the National Curriculum requirements.
- Creativity is encouraged in each curriculum aspect.

THE ART PROCESS

The processes within art take many forms, from activities which are spontaneous, intuitive and imaginative, to those which are planned, sequential and highly considered. The over-structured approach can reduce enjoyment by taking away opportunities for individual interpretations and personal involvement (as seen when children work from templates for instance). From National Curriculum requirements it is possible to develop a structured

framework with a wide variety of opportunities for children to make independent decisions and choices, building in opportunities for assessment, which will influence planning.

Certain children require particular consideration, usually the high achievers and children with learning difficulties during the planning and the delivery of the lessons differentiation takes place.

AIMS OF THE STUDY OF ART

- Develop pupils' aesthetic feelings and enable them to express their opinions about art.
- Develop particular creative and technical skills so that ideas can be realised and artefacts and pictures produced.
- Develop pupils' capacity for imaginative and original thought and experimentation.
- Develop pupils' capacity to learn about and to observe the world in which they live.
- Develop pupils' design capability/links with D&T
- Develop pupils' ability to articulate and to communicate ideas, opinions and feelings about their own work and that of others in a constructive way, i.e. talk about work and evaluate, making positive assessments and assessments in a constructive way.
- Enable pupils to develop an understanding of the language of art through the systematic introduction of the visual elements. (Colour, shape, line, form, space, pattern, texture, tone)
- Develop pupils' ability to understand and value the contribution made by artists, craftworkers and designers and to respond thoughtfully, critically and imaginatively to ideas, images and objects of many kinds from many cultures, and in the broad context of contemporary society.
- To create opportunities for pupils to work individually or in small groups, and as a whole class.

OBJECTIVES IN THE STUDY OF ART

In relation to N.C. directives and to the stated aims, the practice of art should: -

Introduce a range of two and three dimensional art, craft and design activities in a systematic way which encourages confidence and progression in both understanding and skill.

Provide opportunity for creative responses to a variety of starting points and to encourage selection and control of appropriate tools and materials in a safe environment.

Allow time and space for experimenting with materials and ideas in a creative environment.

Encourage skills of observation and recording from a variety of natural and made sources, and to understand how such skills are applied in a variety of contexts.

Create opportunity to address design ideas from beginning to completion through appropriate challenges and stimulation.

Recognise and use the visual elements in carrying out a range of clearly targeted and appropriately resourced tasks.

Consider works of art, craft and design from a wide range of times and cultures, and where possible relate them to practical activities.

Provide opportunity to discuss and review their own work and that of others, which can include evaluation and assessment where appropriate.

ROLE OF CO-ORDINATOR

The co-ordinator works to the agreed guidelines as stated in the job descriptions and works to ensure that this policy is delivered and developed within the Trust.

The co-ordinator and staff, share, develop and support each other to ensure quality of standards and delivery of the National Curriculum.

HOW WE PLAN OUR ART

All children within the Trust are given the opportunity to undertake a balanced programme of 2 and 3 dimensional art activities, which give children access to the traditions and language of art, and follow the National Curriculum requirements.

Art is taught to each class for the equivalent of 1 hour a week by the class teacher. It is also so interwoven with other subjects that it appears naturally on a daily basis, and is developed by Class Teachers.

There is a rolling two year programme, with the work planned to cover all National Curriculum requirements (see Long Term Creative curriculum Plan).

TEACHING METHODS

The teacher aims to build upon the children's experiences, take into account of their previous achievement and endeavour to undertake a balanced programme of art, craft and design

activities. There will be opportunities for pupils to work independently, in groups, as well as in a whole class. The teacher will give explanations, demonstrations, and create enthusiasm.

Different skills, techniques and processes will be demonstrated and time will be allowed for children to make discoveries for themselves.

The children will be encouraged to work quickly when necessary, i.e. sketching, but also be taught to develop a piece of work over a period of weeks.

APPENDIX 1

Equal Opportunities in Art

National Curriculum Art entitlement for all pupils will include:

- non-sexist classroom practice
- a range of topics, materials, techniques and skills
- relevant and interesting to both sexes
- examples of female and male artists and designers
- a study of representation of femininity and popular culture
- equal value attached to different art forms and media consideration of different cultures and gender
- Contexts which value different art forms.

APPENDIX 2

Role of a Curriculum Co-ordinator

The role of a Curriculum Co-ordinator is to:

- have an over-view of the subject in a 3-11 context and whole Trust planning
- prepare and maintain programmes of study for the subject and supervise their implementation in line with National Curriculum requirements
- keep up to date with current trends and practices

National Curriculum Developments

- provide information/support for other teachers, (e.g. in the catering for special needs)
- contribute to meetings, discussions and management systems to ensure the integration of the work of the subject into the Trust as a whole
- be an innovator
- carry out a Curriculum Audit in the subject

Monitoring of the Policy

There will be a programme of regular monitoring of this policy to ensure its successful implementation and to provide opportunities for regular reviews.

The purpose of this monitoring is to:

- establish whether or not there are any departures from the normal, agreed, practice
- establish whether agreed practice meets the appropriate standards of achievement
- look for quality learning experiences and the ways in which teachers achieve that quality.

Such monitoring will be carried out as part of the Trust's review/evaluation cycle by class teachers, the Art Co-ordinator and the Headteacher.

Teachers are encouraged to monitor their own practice and a range of strategies could include:

- classroom visits by the Headteacher, Art Co-ordinator or other designated teacher
- mutual observation by pairs of teachers
- staff discussion at the conclusion of jointly planned work
- systematic sampling of pupils' work
- review of forecasts/records of work planned/completed

EQUAL OPPORTUNITIES

Equal opportunities are given to both boys and girls. The curriculum area of art follows the Trust policy on equal opportunities.

ASSESSMENT RECORDING AND REPORTING

Yearly reports to parents
Sketch books

Formative assessment

Evaluation and monitoring of learning outcomes is an integral part of the lessons. The children are encouraged to constantly re-assess their techniques and processes which informs the direction of further learning.