

ASHBROOK SCHOOL



**"Everyone matters; everyone is
important"**

ART POLICY

Updated 2006
To be reviewed Summer 2013

ART POLICY STATEMENT

School Aim "Everyone matters; everyone is important"

CO-ORDINATOR: Mrs D Megeary

LINK GOVERNOR: Zia Hanif

AIM

In light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

SUMMARY

Art is the expression of ideas, thoughts and feelings, through sensory experience in a variety of two and three-dimensional media. Art is also concerned with the development of visual perception and visual literacy, to enable understanding and appreciation of art from a variety of cultures, styles and periods through time.

LEARNING INTENTIONS

- To enable children to express themselves through the medium of art.
- To develop the children's confidence and competence through their art work.
- To develop, repeat and consolidate a wide variety of skills necessary for art, encouraging the children to experiment.
- To make children aware of art through the ages and art from differing cultures.
- To foster a critical appreciation of the children's own, and other people's, art.

ORGANISATION

Art is taught through a combination of approaches using a differentiated curriculum in order to meet the needs of all children throughout the school. All children are taught the skills and knowledge of art as outlined originally in the National Curriculum programmes of study, the QCA Documents for Art and the curriculum guidance for the Foundation Stage which allow for a balanced programme of art activities that build on previous work and achievements. At Foundation Stage and Key Stage 1, the art curriculum is planned to provide links

with other subjects, as well as those activities which teach specific art skills. A whole school approach to art has been developed which gives consideration to the progression of knowledge, skills, values and attitudes and the use of resources.

At Ashbrook School the following areas of study outline the basis for a balanced programme of art activities:

- drawing
- painting
- print making
- collage/textiles
- 3-D (modelling, constructing, clay)

MANAGEMENT

The QCA Units and Foundation Curriculum have been used to evolve a scheme of work for Art appropriate for each year group. Where possible the units relate to topics for each half term.

The Art Co-ordinator will be responsible for liaising with other subject co-ordinators in order to promote the use of art to support other curriculum areas.

TEACHING AND LEARNING

The QCA Units for Art and Foundation curriculum will provide the framework for our Art curriculum in conjunction with the National Curriculum and Ashbrook curriculum maps.

A variety of methods are used to introduce and teach art activities and skills to children. These include:

- adult demonstration to shared area, class, group or individual
- the use of paintings, artefacts, etc to illustrate a skill or style
- adult working alongside the pupils
- talking with, guiding the children as their art work is in process
- the opportunity to undertake a balanced programme of 2-dimensional and 3-dimensional art activities which give children access to the traditions and languages of art

Children should be given the opportunity to work on a given task individually, in pairs or small groups in order to share ideas, inspire each other and to facilitate the development of social skills.

Endeavour to promote thinking skills to complement the key skills within the National Curriculum

CROSS-CURRICULAR LINKS

Links are to be found between Art and many other curriculum areas. However, the links should be genuine rather than tenuous or contrived. Design Technology links with:

English -	discussion, evaluation, instructions, review, explanation
Math -	shape, pattern, visual orientation
ICT -	digital images, appropriate software

The QCA Units indicate other opportunities for links with subjects such as Science, History, Geography and DT.

CONTINUITY AND PROGRESSION

To ensure continuity and progression it is vital that information is recorded and transferred in a comprehensive manner at regular and appropriate stages.

Children's formative Art records are monitored and new targets for learning are set as appropriate.

Planning for art occurs at three levels:

Long Term	- yearly planning
Medium Term	- half-termly planning
Short Term	- weekly planning and daily planning
Level 4	- daily planning

DIFFERENTIATION (see also Special Needs Policy)

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their pace of work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This will be addressed through planning.

EQUAL OPPORTUNITIES/SPECIAL NEEDS

All pupils will have access to Art on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows. Much assessment will take place informally in the classroom and discussion between the teacher and the child will take place in order that targets can be negotiated as appropriate.

All assessment tasks should be constructed so that they provide valuable learning experiences and a basis for future action.

At the end of each year children's progress is recorded in their Record of Achievement, which is sent home to parents and a copy kept in the child's file. Within our planning folders there will be a record of learning objectives covered by children during the year.

ASSESSMENT, RECORDING AND REPORTING

Assessment is fundamental to the implementation of the QCA Units and regular teacher assessments help to determine the child's level of performance. These assessments can be recorded in the Formative Record File.

The teacher should provide learning experiences which ensure that each individual child makes progress across the curriculum.

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In the Foundation Stage, children are supported through the stepping stones to achieve the Early Learning Goals. Individual sketch books also provide a continuous record of development and allow progress to be tracked from Early Years to Year 2.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.
- We use "thinking tools" to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which may not have been considered before.
- Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for delivering the Design Technology Curriculum within their class. At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. Displays will be attractive, promote the current teaching and learning, as well as celebrating achievement of individuals or groups of children within each class. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor. (Role of the Art Co-ordinator - Appendix 1.) A full list of resource details are identified in Appendix 2.

MONITORING AND EVALUATION

The Curriculum Manager, the Art Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and schemes of work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Manager and the Art Co-ordinator are jointly responsible for the planning, teaching, learning, monitoring and evaluation throughout the school.

DATE WRITTEN

This policy was rewritten in Spring Term 2006 and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

ROLE OF THE ART CURRICULUM CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
 - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues.
 - 1.2 Advise and support colleagues in aspects of their work:
 - individual children's needs
 - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
 - classroom management
 - planning, assessment and record keeping
 - use of resources
 - through planning and support and observations
 - 1.3 Identify and advise on current and future needs and contribute to whole school planning
 - 1.4 Organise and purchase relevant teaching resources from within annual budget.
 - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
 - drawing up an agenda/timetable
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisers input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up
 - 1.6 Refer colleagues, where necessary, to external agencies for advice/support eg: Resource Centres, Library, Museums.
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisers input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up

- 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area.
 - 1.8 Organise workshops for parents as appropriate.
- 2 Take major responsibility for the development of the curriculum area.
- 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues.
 - 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager by:
 - preparing draft/discussion papers
 - chairing staff meetings
 - organising working groups, where appropriate
 - researching material and gathering information
 - attending INSET
 - feeding back progress to colleagues/governors
 - 2.3 Organise, manage and maintain resources in consultation with other colleagues.
 - 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school.
 - 2.5 Liaise with colleagues with like responsibilities in the liaison group and participate in national and local initiatives as and when appropriate.
- 3 Make a significant contribution to relevant school based in-service training, in liaison with the INSET Co-ordinator and Curriculum Manager.
- 3.1 Identify needs/intended outcomes.
 - 3.2 Plan appropriate programmes, involving advisory service and outside agencies where appropriate.
 - 3.3 Take responsibility for the overall organisation of the initiative.
 - 3.4 Devise means of effectively evaluating the outcomes.
 - 3.5 Formulate plan for further action as appropriate.

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.

ART - IT

<u>Subject</u>	<u>Key Stage</u>
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Art	1
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Implied references

Select and sort images and artefacts and use this source material as a basis for their work. P99

Review what they have done and describe what they might change or develop in future work. P.99

<u>Subject</u>	<u>Key Stage</u>
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Art	2
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Implied references

Experiment with, and develop control of, tools and techniques for drawing, painting, print making P.101

Recognise ways in which works of art, craft and design reflect the time and place in which they are made. P.101

Level descriptors

Art	1
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They work practically and imaginatively with materials, tools and techniques and present their work in two and three dimensions. P.103