

Grand Avenue Primary and Nursery school  
A Policy for Art

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## **1. Philosophy**

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 around them.

## **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**

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 Foundation Stage

Art will be taught through the Creative Development section.

Where children will have the opportunity:

- To explore what happens when they mix colours.
- Make constructions, collages, paintings and drawings.
- To choose particular colours to use for a purpose.
- Experiment to create different textures.
- To work creatively on a large or small scale.

### Key stage One

Art will be taught through the skills ladder, which ensures full coverage of the National Curriculum Programme of study.

The children will experience Art through:

- Exploring the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, and pattern and texture to represent their own ideas and feelings.

- Focused work on artists, craftspeople and designers by asking and answering questions like: “what is it like?” “What is it made from?” “How is it made?” “What do you feel about it?”

### Key stage Two

Art will be taught through work associated with topics and skills ladder, which will ensure a full coverage of the National Curriculum Programme of study.

The children will experience Art through:

- Improving their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think;
- They will increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions.
- They will develop language and communication skills. (E.g. through Multi media, sketchbooks etc.)
- The children will have opportunities to value work with others, listening to and respecting each others ideas and learning to value different strengths.

## **4. Responsibilities**

The Art co-ordinator will be responsible for:

- Working closely with the Art Curriculum team in order to monitor and review practice within this area.
- Advise and assist colleagues in implementing schemes of work.
- Ordering and organising resources and equipment.
- Liaising with outside advisory teams and other agencies.
- Reporting to the Headteacher, staff, parents and Governors.

## **5. Staff Development**

The Art co-ordinator will advise and assist colleagues in any art aspects, 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.

## **6. Planning, Monitoring and Evaluation**

### Planning

Planning is accomplished in three steps:

Step one: Long term planning.

The long term planning for Key Stage One and Two will be taught through the skills ladder. In Foundation stage the Early years curriculum is followed.

Step Two: Mid term Planning.

Medium term planning is undertaken by each year group and monitored closely by the Co-ordinator. This is done through topic webs showing skills, activities and more detailed half termly plans.

### Step Three: Weekly Planning.

All teachers are responsible for weekly planning, based on the agreed mid term plans and can seek advice from the co-ordinator.

Each teacher will:

- Adhere to the progression of skills as produced by the co-ordinator, to ensure continuity
- Identify the appropriate teaching and learning strategies required.
- Provide a balance and variety within the classroom.
- Assess and plan for specific needs of children within their own class whilst adhering to the progression laid down in the scheme of work.
- Show when art is taught on a weekly timetable.

### Monitoring

The Art co-ordinator will carry out monitoring of Art by examining Mid term planning, observing Art lessons and monitoring the range and quality of displays.

The art co-ordinator will collect evidence of displayed artwork and topic work through photographs.

### Evaluation

As part of the art programme of study objectives, pupils need to be taught how to evaluate their own work and others in a constructive critical way, which will help them, develop their work.

The co-ordinator and class teacher will therefore evaluate their own work and contributions to the Art work carried out by the children and will evaluate how effective their teaching was and how they could improve their techniques.

## **7. Assessment and Record Keeping**

From year one each child will keep a sketchbook that will be used continuously for evidence to inform assessments made by the class teachers. 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. Relevant work undertaken in class may also be recorded in Topic Books.

## **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**

It is our belief that all pupils should be able to benefit from their art education at school. If this belief is to be realised particular attention needs to be given to certain groups of pupils who may find it difficult to realise their full potential. Art can help pupils form a view of their world and of the place within it. The images and artefacts created by people from other cultures need to be seen in context and be recognised as valid as those from European traditions. It is important to present pupils with examples of work of artists, craft workers and designers of both sexes. In this way both boys and girls develop knowledge that the full range of skills and techniques is open to them.

A study of the subject matter of Art can also contribute significantly to help pupils challenge traditional attitudes towards gender issues and valuing the contributions of both sexes in today's society.

## **10. Special Education needs including more able pupils**

Art is a means of communication not bound by written or spoken language and enables pupils with special needs of all kinds to develop a capacity for self-expression. Art can help to develop positive attitudes in pupils, not only to themselves but also to other people.

Some pupils may need to have material from earlier key stages to enable them to progress and demonstrate achievement.

Talented pupils can be provided with individual opportunities, including more specialised equipment, extra time and challenging programmes to meet their greater imaginative and creative potential.

## **11. Parental and community involvement**

Parents have a significant role in Art and can help pupils to experience different types of art media through trips to Art Galleries, craft fairs and by discussing buildings and structures around them.

## Appendix

### Standards in Literacy

Curriculum targets for Literacy apply to all subject areas.

To ensure high standards in all written work and promote the aims of the school in all subject areas by -

- highlighting the importance of higher order writing skills
- providing opportunities to develop speaking and listening skills
- ensuring the correct use of grammar is a high priority in all written work
- developing positive cross curricular links between Literacy and other subject areas