

# CHEADLE PRIMARY SCHOOL

## ART POLICY

Date: Autumn 2011

Review Date: Autumn 2014

Responsibility: Art Co-ordinator

### Rationale

As we are concerned with the education of the whole child, the development of art and craft skills will lead to the personal fulfilment and satisfaction of each child. Most children enjoy using the skills associated with art and craft and each child can succeed to his own ability.

It can be a relief for pupils to express themselves in an artistic way, after academic study.

Art plays an important part across the curriculum. It is cross-curricular and every subject uses it for visual imagery. It is a visual and tactile subject which children relate to immediately. The skills which are developed can be applied across the whole curriculum.

### Aims

Through teaching art we aim to: -

1. Provide pupils with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
2. To aid the development of imagination, original thought and personal expression.
3. Enable children to become visually literate by understanding art as a communication, and to develop their ability to appreciate and evaluate images and artefacts.
4. Develop pupil's aesthetic awareness and enable them to make uniformed, critical response about their own work and that of others.
5. Encourage children to value contributions made to their world by artists, craft workers and designers from many cultures.
6. Help children to develop socially through collaborative working.
7. Provide equal opportunity for a11 pupils to reach their full potential, regardless of their race, gender, cultural background or ability. Where children may struggle academically, all children can succeed creatively.

### Objectives

The teaching of art is planned around the 6 different areas, which are - drawing, painting, collage, printmaking, sculpture and textile work. Staff also refer to QCA documents for further resources and L.C.P.

The art curriculum provides opportunities for single subject study, integration with other subjects and development of cross-curricular themes. The scheme of work gives suggested learning activities, which are sequenced to ensure logical progression. Tasks will be planned around the scheme of work as part of the long term plan. Pupils should be able to learn through real experiences, teacher prepared materials, practical tasks, educational visits, art packs and any other relevant resources, e.g. T.V. and LT. They will be given opportunities to evaluate and respond to art, craft and design. There will always be opportunities for them to make their own choices where relevant regarding choice of materials and techniques.

\* Ref: Speaking & Listening

### School Organisation

Teachers are responsible for their own planning and teaching of art, craft and design.

They have access to available resources within school, and the art co-ordinator will help or advise if requested.

Displays around school, i.e. corridors and both halls are planned by the art co-ordinator, but are open to suggestions by staff. Teachers are responsible for presenting these displays on designated boards. Teaching Assistants may also be involved in art activities.

### Classroom Organisation and the Role of the Teacher

Within classrooms children may be taught as a class, with a group, or individually, according to the learning task. A variety of appropriate teaching styles may be used in each lesson, and where possible, children given every opportunity to make their own choices. Teachers will be able to guide and advise, and in most cases teach any new skills prior to children's own practical experiences.

### Planning

Planning is used to:

1. Set clear achievable goals
2. Ensure work is matched to pupil's abilities, experiences and interests
3. Ensure progression, continuity and subject coverage.
4. Provide criteria for assessment and evaluation of teaching and learning.

As the class teacher plans the teaching of art, they should consider how the curriculum would be differentiated. Consideration should be given to:

1. Pupil groupings e.g. ability or mixed ability, group activities, paired or individual.

2. Resources - e.g. different equipment for different levels of ability
3. Pupil activity - e.g. different group tasks, different pupil roles and responsibilities, different allocations of time, variations of pace with lesson, to meet needs of differing abilities
4. Differentiation by task can be achieved when pupils who are pursuing the same part of the P.O.S. are given a range of different, but related tasks, according to their levels of ability.

Differentiation by outcome is achieved by setting suitable tasks that are appropriate to all pupils starting level, and then allow more able children to be further challenged.

### Role of the Co-ordinator

The art co-ordinator is responsible for the development and monitoring of the art curriculum. She assists staff where possible, monitors curriculum plans, orders resources, co-ordinates staff requests for resources and monitors conditions and availability of resources\_

In the three year of cycle of monitoring art lessons, she is able to analyse pupil's access to the subject and observe classroom practice.

### Assessment and Record Keeping

On-going teacher assessment has always been an important part of good practice. It is important to remember the main reason for assessment is to enable teachers to match tasks set to the abilities and needs of the children.

Records of work displayed in the halls and corridors, in the form of photographs, are kept by the co-ordinator. It is the responsibility of individual teachers to keep their own photographic records of displays if they feel these are appropriate, and also any pieces of art work to show children's achievements.

### Inclusion/Special Needs

Wherever practicable, provision will be made for pupils with S.E.N. where it affects their ability, to take part in art lessons. It is the responsibility of class teachers to ensure suitable equipment is available if they have such children in their class. Pupils abilities and needs should be concentrated on, not their disabilities or handicaps. This emphasis will help improve their fine motor skills and self-esteem.

If a child needs more guidance, it would be preferable for this to be within a small group of children. Some pupils of low ability need constant reassurance and patience to improve their confidence.

### Equal Opportunities

All children must have some access to art activities regardless of gender, race or cultural background.

Throughout the school a11 pupils will be given opportunities to develop all art and craft skills.

Art, craft and design can offer equal opportunities to pupils, through a range of 2D and 3D experiences. It offers opportunities to achieve success at every intellectual level.

Mrs J Turner Art Co-ordinator  
July 2011

### ART - LINKS WITH I.T.

Art could be linked with IT in the following way.

\*Drawing shapes on the screen using the mouse, either free hand or using the computers pre-defined inbuilt shapes or patterns.

\*Filling the shapes with colour and/or texture using software fill or spray tools.

\*Using the cut and paste facility to reconstruct the design e.g. by rotating or reversing images.

\*Retaining the design for future use or development.

\*Generating the design, using a black and white printer or a colour inkjet printer onto paper, card or fabric (using suitable inks and material).

\*once techniques have been learned, computer assisted design (CAD) can be further developed so that children are able to produce patterns for specific purposes e.g. t-shirts, school notepaper, Greetings cards.

\*Computers can also be used to gain information on famous artist and works of art.

### ART -LINKS WITH LITERACY

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| DRAWING  | Cursive handwriting experiences, Discussions-comparing views opinions, etc. Drawing in response to poetry.<br>Look at work of book illustrators.<br><br>Creative writing about drawings of fantasy characters or places. Writing descriptions of pictures. Expressing moods. |
| PAINTING | Development of vocabulary for colour -Work-using specific words to describe, colours, imaginative words.   |
| PRINTING | Extending vocabulary-discussing and describing work. Making posters.   |
| COLLAGE  | Describe their work and that of others. Listing textures and describing them.  |

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| SCULPTURE                         | Vocabulary to describe their work and that of others, discussing.<br>Write a play linked to a mask being made.         |
| TEXTILES                          | Vocabulary to describe materials.  |
| KNOWLEDGE<br>AND<br>UNDERSTANDING | Use of tools, posters etc as a source of information<br>about artists and works of art.<br>Developing formal language. |
| FIGURE                            | Illustrations linked to stories and poems. Creative writing linked<br>to looking at figurative works.                  |
| STILL LIFE                        | Describing and analysing paintings and sculptures.   |
| LANDSCAPE                         | Interpreting descriptions of landscapes<br>in a wide range! of literature.   |
| 3D STUDIES                        | Sketching and making models of fictional<br>(see sculpture) characters.  |
| DESIGN                            | Designing book jackets and posters. Illustrating poems and<br>stories.   |

#### ART-LINKS WITH NUMERACY

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| DRAWING   | Shapes-drawing shapes-2D and 3D, measuring lengths of sides,<br>angles of corners, size of drawings and paper used .  |
| PAINTING  | Mathematical language-shape, size, thick, thin, long short.<br>Concept of adding-adding colours to make another<br>colour.  |
| PRINTING  | Shapes and pattern-making patterns with 2D shapes, repeating<br>patterns, symmetry, rotating shapes to make a pattern.  |
| COLLAGE   | Discussion of shape and size. Comparative maths.<br>Tessellations e.g. mosaics. Pattern work. Vocabulary of size.   |
| SCULPTURE | 3D shapes (junk materials)-building models, making nets and<br>creating, shapes.<br>Concept of size/scale. Mathematical language-relating to<br>Size, weight, symmetry. |
| TEXTILES  | Looking at pattern, colour, shape. Language relating to-pattern,<br>colour, Shape and size.   |