

ASHGATE CROFT SCHOOL

ART POLICY

Approved by Curriculum & Progress Committee meeting: 4th July 2017

Minute No.: 31.1/17 (C/P)

To be reviewed by: V Heston, Summer Term 5 2019

INTRODUCTION

Purpose

The purpose of teaching Art and Design is to stimulate creativity and imagination through visual, tactile and sensory experiences. It also provides an opportunity for the pupils to respond to, and make sense of the world in which they live. Pupils are encouraged to use colour, form, texture, pattern and a range of materials and processes. Through Art and Design activities, they can explore, appreciate and communicate what they see, feel and think. The curriculum will balance consistency and challenge, depending on the individual needs of the pupils.

Aims

The art and design curriculum should provide pupils with learning experiences that will enable them to:-

- ❖ Not only to develop specific skills but also to encourage them to use their imagination and to express themselves through a variety of media.
- ❖ Develop an understanding and enjoyment of the arts through the development of skills, concepts and attitudes.
- ❖ Be at the centre of the learning process enabling them to respond creatively to the world and in the way they perceive it.

PROCEDURES AND PRACTICE

Planning

The class teacher, with reference to the overall curriculum policy and the subject policy, carries out the Art and Design planning for each year. The subject leader, in liaison with the curriculum coordinator, devises a module cycle in order to ensure continuity and progression throughout the school. This documentation is collated, filed and stored for reference in Key Stage Scheme of Work Planning folders.

Each department has a long term plan in place for Art and Design. Class teachers can use the Scheme of Work folders to inform the areas in which they should be teaching for each Key Stage and to plan lesson ideas. When teaching Early Years, teachers should refer to learning objectives taken from the EYFS Small steps Profile and incorporate them into Art lessons. ICT and links to well known or local artists should be incorporated into Art teaching

and lessons wherever appropriate. Pupils should be using computer programs available to enhance learning. Planning should clearly display any ICT and artist links.

Class teachers submit their Medium Term planning sheets to the subject leader at the beginning of each term. The subject leader will then monitor these and give feedback to teachers. The subject leader will also monitor Short Term plans and give feedback and support to class teachers.

Over the course of a year, the subject leader will collect examples of pupils' work that has been assessed by the class teachers and feedback on these assessments wherever necessary.

The Art and Design resources are kept together in identified areas. Planning information, books and resources are also stored centrally in a resource room. Resources bought through class budgets will be stored in classrooms. All resources are to be kept in good condition and consumable resources are to be monitored and replaced when necessary. The provision of resources is also linked to the School Improvement Plan. Teachers identify resources required through their planning and then notify the subject leader.

Teaching

The teaching methods used reflect the pupils' style of learning and the need for repetition and reinforcement. Activities allow for differentiation by varying the resources, activities and/or the teaching approach. Opportunities are required to develop attention and listening skills and to encourage receptiveness for learning. The pupils are given the opportunity to experience and explore appropriate aspects of the curriculum with emphasis being placed on first-hand experience. Where appropriate, pupils will be encouraged to communicate some aspects of their knowledge and understanding of Art and Design. Pupils of all abilities can benefit from participating in art and design activities and they are all encouraged to take part in the curriculum. For pupils with profound and multiple learning difficulties there are many sensory elements which they can experience and explore. There are also opportunities to access Art and Design in the wider environment.

It is important that art and design is seen as part of a wider community context than the school. Pupils will have opportunity to observe and experience all that is around them in a variety of locations. Activities will include visits to/from performing artists, artists in residence and craftspeople. Pupils will also experience participating in festivals, carnivals and celebrations.

EARLY YEARS FOUNDATION STAGE (EYFS): Students in the EYFS follow the same curriculum and timings as the primary department; however their learning objectives come from the Early Learning Goals (see the EYFS policy). Art fits firmly within the area of 'EXPRESSIVE ARTS AND DESIGN Exploring and Using Media and Materials and Being Imaginative'. Targets from this area of learning are worked on in topic Art lessons and are also included in creative and play based activities. The EYFS curriculum does not fit into boxes: play based and child centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

PRIMARY DEPARTMENT (Key Stages 1 & 2): Art is taught from a rolling programme at KS1 and KS2 for all Primary level pupils and is linked with the Primary 'Topics.' Art is taught for one hour per week at KS1 and KS2.

MIDDLE DEPARTMENT (Key Stage 3): Art and design is timetabled as a discrete subject at KS3 but is also taught as part of integrated topic work, having strong links with a variety of

other curriculum areas such as English, Geography, History, Religious Education, Science and Technology, including ICT.

UPPER DEPARTMENT (Key Stages 4 & 5): Art and design activities and skills are taught as part of 'Options' each week in Upper school and are also integrated into a variety of other curriculum areas. For example, preparations for Upper school shows,

Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress within lessons/blocks of work. Throughout the year the Art and Design subject leader moderates work from all classes in school and teachers take part in moderating each other's levelling of work in order to reduce conflicting levels.

Assessment of the pupils is a continuous process based mainly on teacher observation. Teachers will use the Performance Descriptions to describe early learning and attainment before level 1 in eight levels (P1 – P8) as well as the National Curriculum level descriptions where appropriate. In the EYFS, each child's progress should be assessed against the relevant EYFS /early Learning Goals each half term and alongside MSI assessment, if applicable, 3 times yearly. Data should be passed onto assessment co-ordinator (see the EYFS policy for details). This information, curriculum assessment and documentation are passed on as pupils move within school, with opportunity for liaison/dialogue. Effective assessment facilitates individual progress and attainment and curriculum continuity. Pupils will also be encouraged to self-assess where appropriate. Record keeping includes pupils' records of experience/achievement and examples of their work. These are maintained by each class teacher and contributed to by all staff working with each pupil.

Role of the Subject Leader

- To be responsible for progression and co-ordination of teaching of the Art and Design curriculum, including writing new or adapting existing Schemes of Work.
- To keep up to date with government initiatives related to Art and design.
- To work with the curriculum co-ordinator to monitor progress in Art.
- To monitor teacher medium term and short term planning for Art and Design across the school.
- To identify resources required, complete a bid for approval in line with budget alteration.
- To support teachers in ensuring Art and Design is delivered effectively across the school, this may include peer observations of/shadowing good practice.
- To attend courses and as far as possible, be a resource of knowledge of art and design for the school.

Parental Involvement

Level of help labels are given to class teachers at the start of each year to stick onto the back of a selection of pupils' artwork which will then give more information to parents when work is taken home. Across the school, teachers send a mixture of homework for parents/carers to complete with their child/young person; this may be linked to Art themes. Parents will be informed of any external/internal competitions that pupils are to be involved in.

Equal Opportunities

No pupil will be denied access to art and design. All pupils will have access to a curriculum that meets their needs and provides breadth of experience to achieve individual aims. Adaptation of workspaces and equipment may need to be considered as well as the use of specialist aids and equipment. All pupils will have equal opportunity to participate in the aspects of this curriculum irrespective of gender or race. In the selection of the curriculum materials we endeavour to reflect a multi-cultural society and avoid stereotyping of other cultures. Materials will also be checked for gender stereotypes.

See Equality Policy.

Monitoring of the policy

Monitored by the Art and Design subject leader.

Health and Safety

When planning Art and Design activities, safety is a main consideration. Staff should ensure substances are safe to use and that there is close supervision if pupils are using tools, heated liquids or other equipment. Pupils are encouraged to be aware of safety issues relating to themselves, others, tools, and equipment, as well as to respect their environment. The subject leader, along with the Health and Safety Officer, will carry out Risk Assessments in relation to art and design materials and equipment. During fieldwork activities within the school environment, the locality and the wider environment sufficient adult supervision and adult pupil ratio is observed. The appropriate Risk Assessment is to be carried out when planning of any out of school activity and the school education visits policy to be observed.

Community Links

The School:-

- Has on-going links with visits from professional artists across the school, and
- Has an annual entrant into the Derbyshire Open Art Museum at Buxton Museum.
- Has an annual entrant into the Chesterfield in Bloom Art competition.

Children's Rights

Taken from the UN Conventions on the Rights of the Child. Within Art and Design, every child has the right to:

- Article 2 - The convention applies to everyone: whatever their ethnicity, gender, religion, whatever they think, whatever they think or say, whatever type of family they come from.
- Article 13 - Freedom of expression. All children have the right to express their views and opinions freely.
- Article 14 - All children have the right to think and believe what they want as long as they are not stopping others from enjoying their rights.
- Article 17 - Access to information from the media. Children have the right to reliable information from a variety of sources including writing new or adapting existing Schemes of Work.
- Article 28 - Every child has the right to an education.
- Article 31 - Every child has the right to leisure, play and culture.

References

- EYFS Curriculum policy
- Primary and Secondary Equals Art schemes of work (alongside Long Term Plans)
- Ashgate Croft School Equality Policy