

St Marychurch CE Primary School

Art Policy

Reviewed and updated – April/May 2008

Co-ordinator - Miss Davis

Revisions have been made to the existing policy of 2004 due to a static period, and a change in personnel taking on the role of Art Co-ordinator.

There are four main purposes of this policy:

- ◆ To establish an entitlement for all pupils;
- ◆ To establish expectations for teachers of this subject;
- ◆ To promote continuity and coherence across the school;
- ◆ To state the schools approaches to this subject in order to promote understanding of the curriculum by a wider public.

Rationale

Art is an important form of communication, which is not bound by written or spoken language. As such this subject allows children to express themselves and share their views of the world independently and freely. It provides visual, tactile and sensory experiences. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities pupils learn to make informed value judgements and aesthetic and practical decisions as they become actively involved in making images and objects.

Art is all about helping children observe, make sense of and respond to the world around them. As a subject it provides many opportunities for cross-curricular links including close links to spiritual expression. It also enables children to explore and discuss a wide range of skills and materials in a variety of social groupings and situations. Art can encourage children's skills of visual perception as well as develop their imaginations. It allows them to learn about the part design plays in their own lives and in different times and cultures. Art therefore holds a vital part in the development of any child's education and forms an important part of the curriculum.

Purposes

- ◆ To develop the creative and imaginative skills of pupils through work in a variety of contexts, both factual and inventive.
- ◆ To encourage the pupils to express their own thoughts, feelings and ideas verbally and through the processes and outcomes of their work.
- ◆ To allow children to develop confidence, skills and the willingness to experiment with a variety of media when creating work in both 2D and 3D forms.

- ◆ To encourage the development of curiosity and a sense of wonder in the natural world.
- ◆ To help children develop an awareness and interest in the design and manufacturing processes, which have gone into all man- made objects.

- ◆ To enable children to express reasoned views about the work of other artists and to widen their knowledge of artists and styles of art both modern and in the past.
- ◆ To encourage children to make connections between their own work and the work of other artists, enabling them to utilise techniques and methods and alter or incorporate them into their own work.
- ◆ To develop the observational skills of pupils and enable them to describe and explain their environment, both natural and man made through a different medium.

The two year rolling programme

The two-year rolling programme is based on the QCA document. This allows for a range of skills to be covered throughout the academic year. In the foundation stages emphasis is placed upon the children experiencing a wide range of media and techniques. This includes the use of a wide range of surfaces within the classroom and the use of external play surfaces and different mark making tools. The Foundation stage curriculum and planning is based on the Early learning goals document.

	AUTUMN YEAR A	SPRING YEAR A	SUMMER YEAR A	AUTUMN YEAR B	SPRING YEAR B	SUMMER YEAR B
FOUNDATION STAGE	Painting Drawing Collage Printing	Drawing Junk modelling Collage Textiles	Soft Modelling Painting Printing Drawing	Painting Drawing Collage Printing	Drawing Junk Modelling Collage Textiles	Soft Modelling Painting Printing Drawing
KS 1	1A SELF PORTRAIT Painting	1B INVESTIGATING MATERIALS. Textiles	2C CAN BUILDING-SPEAK? Sculpture + printmaking	2A PICTURE THIS. Painting, collage, digital media+ printmaking	2B MOTHER NATURE DESIGNER. Collage + Textiles	1C SCULPTURE. Collage+3D
KS 2- LOWER	4C JOURNEYS Painting, collage, printmaking	3C CAN WE CHANGE PLACES? Sculpture	4A VIEWPOINTS Digital media, printmaking	3A PORTRAYING RELATIONS-HIPS Painting	3B INVESTIGATING PATTERN Textiles Digital media, Print making	4B SEATS Sculpture

KS 2- UPPER	5C TALKING TEXTILES Textiles	6A PEOPLE IN ACTION Digital media, painting photos	5A OBJECTS AND MEANING painting	5B CONTAIN -ERS AND SCULPTU- RE. 3D sculpture, clay	6C SENSE OF PLACE painting	6B WHAT A PERFOR M-ANCE textiles
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Expectations

- ◆ By the end of Key stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to reach level 2.
- ◆ By the end of year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to reach level 3.
- ◆ By the end of Key stage 2, the performance of the great majority of pupils should be within the range of levels 3 to 5. Most pupils are expected to reach level 4.

Curriculum provision

Throughout the school time is used to deliver the schools QCA based schemes of work. In addition KS2 children have the opportunity to attend an after school art club to extend their enjoyment and understanding of the subject. For exact timing allocations for each key stage please refer to the teaching and learning policy. Class teachers teach all pupils art and design for one hour each week, art is taught for half of each term and design for the second half of each term. In most instances art is taught as a discreet subject, however, where cross-curricular links are possible it forms the basis for expressive work in other subject areas most notably RE, ICT, history, literacy and maths. On occasions external artists coming into school allow for art based weeks of activities which are planned separately to the main curriculum.

Assessment

Children's work can be assessed at the ends of QCA units, and work can be judged against the curriculum targets and the expected levels of skills progression as set out in the list of progression levels. Any assessment in this subject needs to take into account the children's response and presentation as well as any technical skill demonstrated. Teachers note down children achieving above the expected levels or below the expected levels. Examples or photos of above average work are passed to the art co-ordinator to form the eventual production of an assessment portfolio. The following criteria can be used as a guide to assessing developmental levels in drawing:

Level 1. Drawing is symbolic, simple standard shapes are used. Scale is not evident and arbitrary colours are used.

Level 2. Less symbolism is evident. More attempt is made to differentiate features, shapes and colours. There is some awareness of proportion.

Level 3. Some symbolism is still present but there is some attempt at 3D representation and careful attention to detail. Figures are placed on a background or in a setting. There is an attempt to show shades of colours.

Level 4. There is evidence of the use of preliminary sketches. Proportion is well observed and there is an awareness of perspective. Colours are used appropriately and with some level of subtlety. There is some attempt to make 3D shapes look more solid through the use of shading and light areas.

Level 5. The work should have all the content of level 4 plus a confident and free sense to it.

Differentiation

In all key stages teachers will have to ensure that children of all abilities are catered for through appropriate allocation of resources and assistant time.

Often this may mean that differentiation will be by outcome.

Homework

Any homework set is likely to be in the form of working sketches to inform larger in school projects.

Role of the co-ordinator

The co-ordinator is responsible for planning and managing the subject. The co-ordinator is also responsible for ensuring that teachers have received necessary training and updated information to ensure that they can deliver the national curriculum. Staff need to be aware that the co-ordinator can be approached for guidance and support with areas of study. The co-ordinator is also responsible for monitoring all art within the school and ensuring that centrally stored resources are updated and safely stored.

Display

Good display ensures children, staff and visitors gain a positive view of the school. Often it allows children to be reminded of areas of study or work in progress. It can provide a focus for discussion and a celebration of achievements. As display covers all subject areas and a wide range of display spaces it can be presented in a wide variety of ways. Books of ideas are available in the art cupboard. **For central displays in the hall and front entrance a time table of changes of focus and dates for placement will be circulated at the start of each academic year.**

Health and safety

When working with children it is important that consideration is given to resources or materials where incorrect usage may result in an accident.

Children and staff need to:

- ◆ Be aware of safe working practices
- ◆ Have access to protective aprons
- ◆ Have adequate supervision when working with potentially dangerous tools eg lino cutters or when using hot wax .
- ◆ Have well ventilated surroundings when using glues, fixatives, glazes, plaster or hot wax .

Location of central resources

The Art cupboard contains a range of resources intended for the use of the whole school . They are arranged in labelled boxes or folders and need to be returned to the correct place on the shelf when finished with.

These resources are of a varied nature , most are non consumables , however a few consumables are located in the stock. For most class topics things like paint, paper, clay or dyes need to be purchased by the planning team.

Resources provided include:

Reproductions of works of art contained in small purple folders and large A2 clear wallets. These are filed into categories as follows:

Portraits and people.

Landscapes.

Water and seascapes.

Buildings and architecture.

Modern art- pop art and abstracts.

Religious art.

Impressionist art.

Art of the Tudors and Stuarts.

Masks.

Art of other cultures .

Art of past cultures.

Fabric and printing tools; these include:

Tjanting tools

Wax pot

Ink rollers and trays

Some fabric dye

A sample of silk fabric and wax granules .

Some printing inks

Fabric – weaving and sewing

Needles

Speed looms – 2 sets

Frames for weaving, range of sizes.

Card looms.

Range of tones of wool – packs used by Art club, donated wools for general use.

Large selection of fabric scraps.

Binca and Hessian – Art club use.

Plaster

Bags of plaster of Paris .

Moulds for Italian style mask making .

Small amount of mod roc.

Clay

Set of wooden clay tools.

Sets of plastic clay tools.

Clay boards.

Clay wire.

Bag of clay – Art club use.

Pen and ink.

Range of pens and interchangeable nibs.

Lino print

Range of lino cutters

Research

Range of books with Art and craft ideas in file boxes:

T.B Turner- The dough book

L Park – Art attack

Ginn- Approaches to art group discussions book.

Oliver and Boyd - Primary art pack , principles and practice.

Investigating and making in art.

Knowledge and understanding in art.

L. Coppock- Material pleasures – creative ways of using fabric.

A work of art- creative activities inspired by famous artists.

Set of wallpaper sample books for design ideas.

Use of Kiln

The school is lucky to have this resource. It needs to be used very carefully as it reaches very high temperatures. Instructions for its use are attached to the inside of the kiln door. People trained in its use are:

Mrs Jago (Art co-ordinator), Mrs Williams and Mrs Eeles. It is always best to ask advice from one of these people before using the kiln.

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