

# *Art Policy*

## **Introduction**

The school policy for Art reflects the consensus of opinion of the whole staff. It has been drawn up as a result of staff discussion and has the full approval of the governing body. The implementation of this policy is the responsibility of all the teaching staff and is regularly monitored by the Art subject manager.

## **The Importance of Art**

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through Art activities. They learn to make informed judgements and aesthetic and practical decisions. Through learning about the roles and functions of Art, they can explore the impact it has on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual Arts enriches all our lives.

The purpose of teaching Art is;

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of complex activities.
- To improve the children's ability to control materials, tools and techniques.
- To increase their critical awareness of the roles and purposes of Art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To foster an enjoyment and appreciation of the visual Arts and a knowledge of artists, craftspeople and designers.

## **The Foundation Stage**

Children in nursery and reception follow the foundation stage guidelines. Art is part of the early learning goal for creative development. The teachers use our school art scheme of work to plan for breadth and progress in the subject.

During the foundation stage children have many opportunities to explore colour, texture, pattern form and space in two and three dimensions in a wide range of situations.

## **Art in the National Curriculum**

Art is a foundation subject in the national curriculum. At All Saints we use our own school art scheme as a basis for our planning and reference to the national

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scheme for ideas and to ensure we have breadth and balance and to guide assessment.

During Key Stage 1 children will build on and refine prior experiences and skills developed during their foundation years. They will continue to explore the 6 elements in 2 and 3D, visiting a varied range of situations.

## **Organising and Planning**

Our School art scheme provides information from which medium and short term plans are written to reflect topics that are being taught in the classrooms.

The lessons in Key Stage 1 generally provide opportunity for whole class teaching, followed by individual or group work. In the foundation stage the children are usually taught in small groups followed by individual or group work.

## **Long Term Plans**

Individual teachers have planned a course of topic-based studies with consultation with subject managers, based on our school art scheme.

## **Medium Term Plans**

Our medium term plans, which we have adopted from our school art scheme give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

The Art subject manager is responsible for reviewing these plans.

## **Short Term Plans**

Weekly plans are written, allowing for cross-curricular activities and differentiated work where necessary, following the objectives for the medium term plans. Activities for assessment are highlighted on these plans.

## **Mixed Age Classes**

Within any mixed age classes all children will work on the same topic, but at different levels, using appropriate objectives for their year group/ability. Classroom assistants work within the setting with focus year groups following clear objectives set by the class teacher.

## **Time Allocation**

In the Foundation stage Art experiences are usually planned for daily with focussed and more formal teaching taking place as appropriate and according to topics.

In Key Stage 1 according to recommendations we aim to teach the required amount of Art each year. This may be done in weekly lessons through the term or as part of a cross-curricular topic over a shorter but more intense period of time.

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## Teaching Strategies

Suitable learning opportunities are provided for each child in order to cater for their differing ability and experience. Teachers take specific action to respond to pupils' needs by:

- creating a lively, colourful and stimulating environment with attractive and carefully displayed work;
- creating effective learning opportunities;
- securing their motivation and concentration;
- providing equal opportunities;
- using appropriate assessment;
- implementing a variety of approaches, whole class, groups, pairs or individuals as appropriate.

## Assessment, Recording and Reporting

All assessment, recording and reporting are carried out in line with the current school policy. The purpose is to identify pupils' strengths and weaknesses, to ensure they are making appropriate progress and to set individual targets for the future planning and learning. Methods used are:

- informal jottings during sessions;
- assessments linked to weekly, half-termly or termly learning objectives;
- individual art portfolio (record of achievement) will include examples of children's assessed work with an accompanying annotation sheet. Record of class work should also be collected for examples of experiences (see green folders in Art development record boxes);
- reporting back to parents on pupils' progress which takes place termly.

## Marking

Feedback to children about their work in Art is achieved through discussion, evaluation and effective marking. This is carried out in line with the school policy on marking and aims to be positive, constructive and immediate, where practical, in order to achieve potential.

## ICT

Children will be given opportunities to apply and develop their ICT capability through the use of computers and other ICT tools to support their learning in Art.

## Equal Opportunities

When planning, teachers set high expectations and provide opportunities for all pupils to achieve, taking into account gender, disability, ethnicity, cultural and religious diversity and children with special needs.

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## **SEN**

Curriculum planning and assessment for pupils with special educational needs takes into account the type and extent of the difficulty experienced by the pupil. Needs will be met through greater differentiation of tasks, materials and teaching approach.

## **Resources**

Resources are stored in the main consumable stock cupboard and behind the curtain in the main hall. Other items may be kept in the Nursery.

## **Policy Review**

This policy will be reviewed during 2005.

Judith Gilbert  
January 2003