

VICTORIA PRIMARY SCHOOL ART POLICY

This policy outlines the teaching and management of Art taught and learnt at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to Art and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community.

AIMS

The school's aims in Art are to:

- Develop imagination, creativity and natural curiosity using a wide range of stimuli, materials and processes to develop the ability to communicate and express creative ideas and reflect on own work.
- Develop knowledge and understanding of important Art ideas, processes and skills and relate these to everyday experiences.
- Use appropriate artistic vocabulary to communicate ideas.
- Stimulate creativity and imagination and challenge learners to make informed judgements and practical decisions.
- Develop exploration, and appreciation in art and design.
- Develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness and open mindedness.
- Provide opportunities where children can apply key skills to enhance their understanding of Art concepts.
- Develop at first hand a meaningful understanding of their immediate environment, culture and language.
- Explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through creative activities.
- Develop an awareness of world in the work through understanding of methods used by practicing artists, craftworkers and designers.

Other policies refer to Art related issues and should be read in conjunction with this policy statement:

N/A

PROVISION

- Curriculum maps have been updated to reflect changes as published in the Foundation Phase framework and Curriculum 2008 ensuring compliance with statutory orders.
- Schemes of work are being updated through collation of medium / short term planning that highlight changes in pedagogy and links between different subjects that complement key skills consolidation.
- Nursery have always implemented an experiential approach to learning, this is now being further developed in reception and is developing in years 1 & 2 as we prepare for full Foundation Phase implementation by 2010.

- Key Stage 2 teachers have been planning for more enquiry based learning with pupils taking greater responsibility for their learning and thus developing more independent lifelong learning skills. Key skills development has been prioritised in the revised planning.
- These approaches will continue to be developed to improve children's key skills and subject specific skills before moving to thematic schemes of work across the whole school.
- Throughout the Foundation Phase and Key Stage 1, Art will be taught as an integral part of a theme linked with other curriculum areas where possible. Children in Key Stage 1 will follow the programmes of study in National Curriculum 2000 until the Foundation Phase areas of learning have been 'rolled out' in all infant year groups. However, teachers' planning and delivery of lessons reflect the Foundation Phase ethos where pupils are encouraged to learn experientially. In the Foundation Phase the pupils' learning in Art is planned using the Framework for Children's Learning document.
- In Key Stage 2, Art is taught as a discrete subject following a termly topic. Links to other areas of the curriculum are made where appropriate.
- Children from years 3 to 5 follow the programmes of study set out in the new subject orders while those in Year 6 are taught from the old programmes of study (National Curriculum 2000). From September 2009, all children in Key Stage 2 will follow the same programmes of study outlined in the new subject orders.
- Although no formal regular homework is given in this subject area, teachers will encourage children to find out information and practise artistic skills out of school time in a variety of ways to extend teaching and learning. In addition, teachers will provide opportunities to share and value the children's efforts outside school, within future lessons.

ASSESSMENT, RECORDING AND REPORTING

- Assessment in Art is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. Assessment for learning which is becoming embedded in the school encourages children to be more involved in their learning in Art. (See ARR policy for more information)
- Whilst the most significant source of evidence for children's achievement will come from the ongoing evaluation of lessons, from time to time teachers may feel they need to consolidate these views. Optional Assessment Materials are examples of more formal assessments that may be used for this purpose.
- Information from assessment is used to inform the teachers' short term planning and to help the teacher identify ways forward for the pupils' learning.
- Pupils progress in Art is recorded using field notes and teachers marking.

MONITORING AND EVALUATION

The curriculum leader and senior management team are responsible for the monitoring standards annually and a full Art review is implemented in line with the school's curriculum review cycle. The curriculum leader prepares an annual self-evaluation report that feeds into the whole school improvement plan.

EQUAL OPPORTUNITIES

- We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.
- More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.
- Most Art lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs. Liaison with the special needs coordinator will sometimes be necessary. However, a pupil whose difficulties are severe or complex may need to be supported by a special needs assistant in addition to appropriately differentiated tasks given by the teacher.

RESOURCES

- Art resources are stored centrally in labelled boxes in the resource room with attached lists of equipment contained.
- Resources are audited on a regular basis by the subject leader and monies allocated to the purchase of new resources to ensure that the curriculum can be delivered in an exciting and stimulating manner.

LINKS WITH THE LOCAL AND WIDER COMMUNITY

Every opportunity is given to raising children’s awareness of the rich human and physical resources that are available to them both locally and nationally.

- A number of agencies and external bodies are used to provide children with richer and more varied learning opportunities. Local Galleries; Turner House and Washington Gallery, National Museum Wales Art Gallery and local artists are some examples of providers who enhance children’s learning in a variety of settings.
- Links with the feeder secondary school are exploited to ensure a smooth transition from year 6 to year 7.

This policy will be reviewed annually by the staff and the governing body curriculum committee.

Signature of headteacher: Date:

Signature of chairman of governors: Date:

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY,
MOTIVATE, CHALLENGE AND INSPIRE US SO THAT TOGETHER
WE AIM FOR THE STARS.**