

Panshanger Primary School

Art Policy

Rationale

Panshanger School places a high priority on the teaching of Art as a fundamental form of expression and communication.

Aims of Art

The school's aim is to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that created by others.

Planning

To achieve that aim the school plans a range of activities in art which provide opportunities, as required by the National Curriculum for Art, for pupils to:

- Record responses to experience and imagination and to observations of the natural and made environment
- Gather resources and materials, using them to stimulate and develop ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this to their work
- Respond to and evaluate art, craft and design, including their own and the work of others.

They will achieve this through developing an understanding of the use of the art elements as outlined in the National Curriculum: line and shape; colour and tone; pattern and texture; form and space.

Teaching

Whilst art will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art. These activities will take account of children's previous experience in art. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

Inclusion

There are children of differing ability in all classes. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability and experience of the child. This is achieved through a range of strategies including:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Special Educational Needs

As an inclusive school, we strive to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range, a child may have special educational needs. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation so that additional or different action can be taken to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

SMSC

Children use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities. They appreciate the achievements of other artists both contemporary and from the past. They develop fascination, awe and wonder in the work of others. Children in year groups and across the school collaborate to create pieces of work. Children respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Children have opportunities to reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. We explore a range of festivals and celebrations from our own and other cultures.

Display and presentation

The school recognises that care in the effective display and presentation of pupils' work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

Health and Safety

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

Resources

A range of basic resources for drawing, painting and working in three-dimensions is available in each classroom and replenished when needed. Additional, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning about artists, designers and craftspeople are available in school. The school has a range of natural and made objects for use as a stimulus for work from observation and imagination. This is supported by educators' individual collections.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in Art is the responsibility of the Art subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Each term the subject leader writes an action plan and submits a review to the Head teacher at the end of that term celebrating achievements / developments. The leader has specially-allocated regular non contact time to monitor the teaching and learning of Art across the school to ensure continuity and progression. Any Governor has the opportunity to meet with the subject leader in order to review progress.