



Lealholm Primary School Policy for Art

Introduction:

As Lealholm Primary School moves into the 21st Century, so too does art. We endeavor to promote and embed the five outcomes of Every Child Matters so that through quality teaching and learning experiences every child be healthy can stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

In addition our art curriculum is specifically designed to promote personalized, self-generated learning. Dedicated time is given to independent research, practicing of skills and applying of knowledge and understanding during each unit of work.

Time is also dedicated to responding to the diverse nature of 21st Century life so that modern aspects of art can be addressed or developed in depth.

Aims:

The school should ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- Develop the ability to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers using appropriate language.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

Differentiation:

Art is differentiated with the particular, individual needs of each class in mind. Differentiation may include:

Task	♦ processes: <ul style="list-style-type: none">○ open vs. closed○ knowledge vs. skills○ higher order vs. lower order.
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Resource	<ul style="list-style-type: none"> ◆ resources to support the same learning objective or task ◆ resources according to learning styles ◆ equipment to accommodate learner needs/accessibility issues ◆ areas of class/ school (location).
Assessment	<ul style="list-style-type: none"> ◆ forms of assessment – oral, written, non-verbal, presentations ◆ different/ leveled mark schemes.
Pace (sequence)	<ul style="list-style-type: none"> ◆ starting points ◆ routes through the same task.
Support	<ul style="list-style-type: none"> ◆ scaffolding to support progression ◆ amount of time spent with individuals ◆ use of other classroom staff (e.g. EAL support) ◆ combinations of students.
Extension	<ul style="list-style-type: none"> ◆ different objectives/ task ceilings.
Research	<ul style="list-style-type: none"> ◆ level of independence required to complete tasks ◆ sources of information ◆ method of selection/choice.
Dialogue	<ul style="list-style-type: none"> ◆ level of interaction with or between students (interdependent learning) ◆ use of modeling/scaffolding ◆ Questioning: <ul style="list-style-type: none"> ○ teacher directed ○ student generated ○ Socratic questioning. ◆ complexity of language used ◆ feedback – depth/source.
Grouping	<ul style="list-style-type: none"> ◆ combinations of students ◆ roles – cooperative learning tasks: <ul style="list-style-type: none"> ○ expert/instructor (peer teaching) ○ coaching.
Self-direction/ negotiation	<ul style="list-style-type: none"> ◆ self-assessment students find own current level ◆ students set own learning objective/target ◆ student generated questions.

Pupils are treated as individuals and are supported through differentiated teaching and learning opportunities, providing additional personalized quality first teaching and learning.

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Features of art in the Foundation Stage:

In Early Years the study of art will be included within the Knowledge and understanding of the World area of learning. We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative

play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

Features of art in Infants and Juniors:

Often, work in Art and Design will have cross-curricular connections, eg. History. Where this is the case, these links should be shown in teachers planning for the curriculum areas involved.

Art may be taught in a cross-curricular way. However, if some techniques have not been taught, these should be taught separately.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

When children are undertaking activities that are directly related to another element of the curriculum they will be aware that the session is an art investigation and those they are therefore focusing upon art skills.

- ❖ Work with confidence in two and three dimensions and on a variety of sizes and scales.
- ❖ Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- ❖ Select media and to decide how they are to be used in the work to be undertaken.
- ❖ Understand and use the language of art, craft and design when relating to their work and the work of others.
- ❖ Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.

Health and Safety:

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-coordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported as soon as possible.

Equal opportunities:

- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Standards

Children will progress through these levels at an individual pace and should strive to attain a Level 4 at the end of Key Stage 2 and a Level 2 at the end of Key Stage 1.

Level 1

Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.

Level 2

Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.

Level 3

Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

Level 4

Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.

Level 5

Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.

Assessment, monitoring and recording:

Staff are responsible for observing practise and monitoring the quality and impact of art teaching and learning. The Head teacher supports the school in school improvement and continued professional development.

The art co-coordinator attends training for subject leaders held by the LA when appropriate and disseminates this within school staff meetings. Additional training events are also held within the staff-training programme or as part of staff meetings. These events are informed by the monitoring of teaching and learning, local and national initiatives.

Reports are made to parents termly and annually via parent's evenings and a written report.

Assessment is related to the school's assessment timetable.

The Class teacher is responsible for teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it.

Resources:

Are located in a central store and each classroom has a general art supply.