



QUEENSWAY SCHOOL ART POLICY

Rationale

We believe that if our pupils are to achieve their potential within the Art curriculum we must provide them with a way of stimulating their creativity and imagination through visual, tactile and sensory experiences. We want to provide them with a unique way of understanding and responding to the world; and to have an understanding of colour, form, texture and pattern. We believe Art is a process of communication of ideas, feelings and meanings: a way of making thoughtful judgements about life and life in different times and cultures.

Aims:

We aim to teach children to:

- Develop a visual awareness;
- Provide opportunities to use art to record feelings and express creative imagination;
- Develop visual vocabulary
- Understand the visual elements of colour, texture, line, tone, pattern and shape form in order for them to effectively express themselves through artistic means;
- Develop use of a range of tools, media and processes;
- Develop critical abilities and an understanding of cultural heritage;
- Acquire artistic skills and techniques;
- Develop their ICT capabilities through Art;
- Develop their capacity to evaluate their own and others artistic work.

The Art Curriculum

Early Years Foundation Stage

The EYFS sets out clear expectations for the children in our Foundation Stage (Nursery and Reception classes) for Creative development:

- Creativity is about taking risks and making connections. The children are encouraged to do this through learning that play based.
- Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make believe.
- Creativity involves children in initiating their own learning and making choices and decisions. To support this, there is a clear creative area across both of the Reception classes that is accessible each day. Nursery also have a creative area inside the classroom. At Queensway, the outdoor areas across Nursery and Reception are seen as an extension of the indoor environment and the children are encouraged to use their creativity both inside and outside.
- Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable. Children are encouraged to talk about their preferences and responses to pictures, paintings, pieces of art and sculpture.
- Being creative enables children to explore many processes, media and materials and to make new things emerge as a result. (EYFS 2008)

National Curriculum Aims

During Key Stage One pupils develop their creativity and imagination by:

- Exploring the visual, tactile and sensory qualities of materials and processes.
- They learn about the role of art, craft and design in their environment.
- They begin to understand colour, shape, space and pattern and texture and use them to represent their ideas and feelings.

During Key Stage Two pupils develop their creativity and imagination through more complex activities. These help to build on their skills in the following ways:

- Improve control of materials, tools and techniques.
- Increase critical awareness of the roles and purposes of art, craft and design in different times and cultures.
- Increase confidence in using visual and tactile elements and materials and processes to communicate what they see feel and think.

Key Concepts, Skills and Attitudes in Art

Pupils will develop key concepts, skills and attitudes in art throughout the key stages.

Key Concepts: colour, shape, texture, pattern, tone, line, form, perspective, process and media, artists and their work's form, content and mood.

Key Practical skills: cutting, shaping, forming, joining, using tools and processes safely, gathering resources, organising materials, manipulating media, clearing away.

Key Perceptual Skills: observing and recording, imagining and remembering, expressing, communicating, feeling, responding, critically appreciating, including the development of children's vocabulary and language, the importance of looking at and talking about art as well as making it. Children will study artists and their techniques as well as art from different cultures.

Key Attitudes: Pride in achievement, respect for one's own and other's work, respect for the environment both built and natural, care in display and presentation, a developing awareness and love for the visual arts, a developing understanding of the importance and meaning of cultural heritage as well as an involvement in art as a contemporary and local part of life, willingness to explore and discuss aspects of art, seeing the role art plays in multi-cultural awareness, positive approaches towards equal opportunities in race, gender and ability.

Planning

Art in school follows the requirements of the EYFS and National curriculum. The planning follows the long term plan to ensure continuity throughout the school.

Long term plan: The schools long term plan for Art sets out the topics to be covered throughout Foundation Stage, Key Stage One and Two.

Medium term plan: Detailed plans are linked to topics where possible and include a learning objective, lesson introduction, activity, plenary, differentiation – including challenge for More Able children, success criteria and resources. Plans are annotated where necessary to inform future planning.

Learning and Teaching

A range of styles of teaching is necessary for the teaching of Art. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. The Progression of Skills document for Art allows teachers to introduce new skills as well as build upon the existing skills gained through previous year groups.

Our teaching at all levels shall include opportunities for

- Teacher exposition;
- Discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;
- Working alone, in groups, as a class and as a whole school
- Consolidation and practice of fundamental skills and routines;
- Use of ICT, museum resources and outside visits;
- First hand experience;
- Investigation work;
- Recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work;
- Experience of artists and crafts people;
- Provision of different media and sketchbooks.

Display

We believe that there is a vital connection between the development of pupil's visual literacy and the care and quality of the environment for learning in the school. The excitement, challenge and quality of our pupil's school environment should be an important part of their education. The celebration of their achievements through stimulating displays shows that their work and efforts are valued.

Each Key Stage has an Art Gallery in their blocks. Children's artwork will be displayed in these art galleries and kept in the gallery all year long as a growing celebration of the skills, techniques and units covered throughout the year. Each piece of work in the gallery will have a short caption or explanation of the unit of work in which the work was completed and the child'

Assessment and record keeping

Sketchbook:

“ Pupils should be taught to collect visual and other information (for example images, materials) to help them develop their ideas, including using a sketchbook.”
(National Curriculum, 1999)

All pupils in Key Stage Two Queensway School keep a sketchbook to explore and record ideas, feelings and thoughts about people, places and things. Illustrations, cuttings, interesting pieces of material, leaves etc. may all be collected and put into the sketchbook. Sketchbooks can be taken on educational visits to form a record of the pupils' observations. We recognise that it is important not to undervalue the work of children and to encourage a sense of pride in their sketchbook.

Sketchbooks are a record of each child's work throughout their time at Queensway School and will be passed on to their next teacher at the end of the year.

Pupils are assessed against our internal assessment grids which are taken from the National Curriculum and tally with our progression of skills documents. The assessment grids determine whether a child is working at an age related expectations, below or above. Examples of sketches, thoughts, evaluations and ideas can be found in each child's sketchbook. Teachers at Queensway will also be using the Progression of Skills document alongside the assessment grids to assess the children and move them on or support them according to their skills in Art.

Assessment is achieved through observation of the pupil's approach to the task, through discussion with the child, and by analysis of the final product.

Lessons will be delivered providing a clear learning objective and success criteria for the children to work towards.

Monitoring, Evaluation and Review

The Key Stage Leaders are responsible for the organisation of resources, materials, tools and equipment in a way that provides consistency and ease of access in each area of the school. The Art Leader monitors the delivery and outcomes of the art curriculum and makes any modifications to the school policy and scheme of work in line with developments. He/she will also keep staff informed of any developments in art and arrange any relevant training opportunities.

Equal opportunities/ Special educational needs

The teaching of Art will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to Art for those children with special needs and those pupils who are very able and require extension activities, through small group work and through the use of other adults help where available.

The role of the Art Leader is to:

- Support Key Stage Leaders with ordering of equipment when needed;
- Provide guidance and support in implementing the NC and schemes of work;
- To co-ordinate recording and presentation throughout the school after consultation with colleagues;
- Advise the Head teacher of action required (e.g. resources, standards etc.);
- Provide support for all who teach art and so improve the quality and continuity of art teaching and learning throughout the school
- Sketchbook scutinies.
- Be aware of CPD need amongst current staff and arrange training as appropriate.
- Set up and keep a subject file including an action plan, progression of skills document, Art policy, and ensure that these are kept up to date.

- Attend NoxCEP (North Oxfordshire Cultural Education Programme) meetings which are held termly so that they are kept up to date on Artsmark and Arts Award programme)
- Networking with the Art Leaders from other schools and liaise with them about CPD opportunities.
- Attend partnership meetings and feedback information to relevant staff.
- Reflect on your own subject knowledge and look at ways to improve through professional development opportunities.
- To create an environment where people feel confident to share their teaching ideas.
- Keep up to date on resources and replenish when necessary.
- Keep an up to date contact list of local artists and sculptors that are available to lead workshops for the children and make sure that this is shared with all staff.
- Check the appearance and amount of work displayed in the Art Galleries to make sure that they are of high standard.

Resources

Practical resources for 2D and 3D Art are kept in cupboards for each block. These include a variety of drawing, painting, printmaking, and textile materials. 3D resources include modelling, collage materials and clay tools. In addition to this classes should have a range of resources available to encourage creativity across all subjects. (See appendix 3)

Health and Safety

At all times, due care and consideration must be given to health and safety, as outlined in our ‘Health and Safety Policy’. In particular, teachers must give thought to health and safety issues when planning work. Children must be taught to work safely with different materials (e.g. clay dust, dyes and polystyrene) and with sharp tools (e.g. lino cutters for print making).

Review

This policy will be reviewed by the Head Teacher and the Quality of education Committee every three years.

Chair of CommitteeDate

Head TeacherDate