INGLEBY MILL PRIMARY SCHOOL

POLICY FOR ART

Date of review	Date of next review
July 2015	April 2018

INGLEBY MILL PRIMARY SCHOOL

ART POLICY

AIMS

- to provide all the children, regardless of ability, gender or race, with an opportunity to express themselves visually in an enjoyable manner.
- to understand and be able to use a variety of media, processes and tools to record, communicate and express ideas and feelings in many different ways.
- to encourage children to look at their immediate environment and develop observational skills
- to develop the children's ability to value the contribution made by artists, craft-workers and designers and to respond thoughtfully, critically and imaginatively to a variety of ideas, images and objects from many cultures.

National Curriculum and School Policy

This policy was written following changes in the curriculum in 2015 and will be refined and developed through practice and in line with advice received from QCA.

Planning

All teachers are provided with a framework from which to plan in teams or individually. The areas specified within the framework should be covered in the period of an academic year.

We aim for some art to be cross-curricular where possible and also to be covered in skill- based topics. Opportunities will be given for experience with art-based I.T. programmes.

Teaching and Learning Styles

Art will, in the majority of cases, take place in the shared areas where the full range of art resources will be available to the children. A range of teaching styles and learning strategies should be adopted ensuring that all children receive a balanced diet of skill teaching and opportunity for creativity.

- individual, group and whole class teaching
- discussion and demonstration
- consolidation and practice
- child-initiated art
- exploratory and experimental approach
- investigation and research

Equal Opportunities

Art provision will be accessible to all children, regardless of race, gender, class, religion and ability. Planning, resources and displays will reflect positive images of all communities represented in our school and society.

Evaluation

Individual teachers evaluate the success of their teaching each week and this informs their planning for the next week. These evaluations are passed onto the headteacher each week.
The Art co-ordinators also receives evaluations from each year group following a unit of work. The Art co-ordinators have access to every teacher's medium term planning and offers support. The Art co-ordinators are also keen to ensure there is a progression of skills based teaching across the two key stages.

The Role of the Co-ordinator

- The Co-ordinators will ensure that, within budgetary constraints, allocations to team leaders for resources are readily available, well-organised and accessible to all staff. Colleagues will be offered support from the co-ordinators and, if required, will be given help on the implementation of the school policy and the framework. Colleagues will also be made aware of all resources, including relevant courses to develop their expertise.

- The co-ordinator will have an overview of continuity/progression in art throughout the school. They will have access to whole staff planning and evaluation.

SEN

- All children have the same opportunities as their peers. Where a special need is of a physical nature we will ensure that the activity is adequately resourced.

- Art is often an opportunity for children with learning or social, emotional or behavioural difficulties to excel and advantage should be taken to promote positive self-images.

Assessment

Unlike many other subject areas within the curriculum, art is very difficult to assess. Assessment should always be made upon specific criteria which have been developed as the work is planned, and often skills based.

Assessments are also made at the bottom of the Medium Term Planning Sheets at the end of each half term / term as appropriate.

From Reception to Y6 children use a sketchbook to provide an important record of progress in investigation, research and observational drawing.

In Year 6, the Arts Award will be available for our gifted and talented pupils who wish to work towards this National Accreditation.

To avoid lots of repetition of artists studied throughout a school career it is suggested that these artists are introduced:

Foundation Stage	- Rosina Wachtmeister - Paul Klee - Wassily Kandinsky
Years 1 & 2	- Vincent Van Gogh - Piet Mondrian - Henri Matisse - Con Serrat Ularu - William Morris
Years 3 & 4	- Pablo Picasso - George Seurat - David Hockney - Georgina O'Keefe - Andy Warhol – Pop Art
Year 5 & 6	- Edvard Munch - Salvador Dali - L.S.Lowry - Andy Warhol - Roy Lichenstein

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