



## The Fairlawn and Haseltine Federation Art Policy 2016

### Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of Art at Fairlawn and Haseltine Schools. It is revisited and updated annually as necessary.

### What is Art?

Art is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Art education has four strands;

- Exploring and developing ideas
- Investigating and making art and design
- Evaluating and developing work
- Knowledge and understanding

The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of art in society.

### Aims

Our aims in teaching art are that all children will build upon their natural pleasure in visual communication to:

- Find enjoyment in creative art and see themselves as artists.
- Find a sense of purpose, achievement and fulfillment in artistic expression
- Develop skills to use a range of materials and techniques competently.
- Feel able to express their ideas and feelings through imaginative creation in both two and three dimensions.
- Learn to study and record the world around them analytically.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.
- Appreciate and evaluate the work of a range of artists from their own and other cultures.

### Principles of the Teaching and Learning of Art

Art is important because:-

- Artistic creation is a pleasurable activity that can provide fulfillment through life and is inclusive.
- Artistic observation heightens perception.
- Knowledge of the work of a range of artists contributes to cultural understanding.

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- Art is a foundation subject in the National Curriculum. We use our own curriculum document to ensure that fundamental skills, knowledge and concepts are integrated. A progression of skills in the art processes is matched to learning planned in year groups.

As in the National Curriculum, 'art' is taken to encompass art, craft and design. The term 'artists' should thus be interpreted as 'artists, craft workers and designers'.

### **Strategies for the Teaching of Art**

The art curriculum is organised as part of an integrated approach to learning -

- Art is integrated into a programme of topics, followed throughout the school. It is sometimes necessary to teach skills separately before they are used in topic work or to ensure progression within the Art curriculum.

- Approximately 1 hour per week is spent on Art in Key stage 2 throughout the school in half Termly units. Although additional work in this field is included in cross-curricular activities.
- In Key stage 1 Art activities are included as part of each school day, linked to topic and class work.
- The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. The teacher draws attention to good examples of individual performance as models for the other children. The children are encouraged to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Within this structure:-

- Groups are usually of mixed ability.
- Relevant discussion is encouraged. Differentiation

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies-

- 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.
- Through the levels of the National Curriculum and these are extended through the use of more advanced techniques and materials

Learning Support Assistants are used in Art to assist:

- In the classroom activities by preparing materials and supervising group activities.
- On outings and visits to galleries and museums.
- In providing other help, such as the demonstration of specialist skills.

The emphasis in our teaching of art is on practical experience and we encourage children increasingly to take control of their own learning. Thus-

- More attention is given to the practical elements in the teaching and learning of art.
- Tools and materials are organised in a way that makes them readily accessible.
- Children take responsibility for care and storage of tools and materials.
- Displays are changed regularly and include the works of celebrated artists with questions to provoke thought about the picture.

- Excellence in art is celebrated in displays and performance including:-
  - Suitably mounted displays in classrooms and throughout the school in regular exhibitions.
  - Presentation and display of art work in assemblies and on other public occasions.

### **Strategies for Ensuring Progress and Continuity**

Planning in art includes:

- Activities in Art and Design are planned 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.

- Pupils with particular ability and flair for Art who work more quickly through the levels of the National Curriculum and are extended through the use of more advanced techniques and materials.

### **The role of the Art Leader is to:**

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Art throughout the school.
- Plan and spend the art budget according to need.
- Take responsibility for the purchase and organisation of central resources for Art.
- Keep up-to-date with developments in Art education and disseminate information to colleagues as appropriate.
- Monitor the teaching and learning of art across the school.

### **Assessment**

Formative assessment is used to guide the progress of individual pupils in Art. Suitable tasks for assessment include:

- Small group discussions in the context of a practical task.
- Specific assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Analysis of good examples.
- We are building a collection of portfolios containing examples of good pieces of work in a variety of skills. This is to demonstrate to teachers and pupils what to aim for and how to move a gifted or talented child onto the next stage in developing their skills.

At the end of the year, parents are informed of their child's level of ability in art through the school report. Children will either be graded as 'below expected', 'expected' or 'above expected'.

### **Strategies for the use of Resources**

- Classroom resources in Art are kept clearly in an Art resource area. They include:
  - A variety of regularly used tools and materials for painting and drawing.
  - Tools and materials for collage work and modeling.
  - A selection of papers and card.
- Central resources in Art are the responsibility of the Art leader who has a budget available. They include:
  - Tools and materials for painting and printmaking (batik and screen printing)
  - Pen and inks for calligraphy.
  - Tools and clay for pottery work.
  - Materials for textiles and sewing.
  - Specialist papers and project materials.
- **Visits to galleries and museums are an integral part of the programme of study for Art and are carefully planned to support classroom activities.**
- **I.C.T. is a major resource which is used in Art for:**
  - Screen painting, drawing and design using appropriate software packages.
  - Research using the Internet and CD ROM encyclopedias for art collections and

artists.

- **The library is used in Art for:**
  - Reference – a wide selection of books is available on, for example, Old Masters, Modern Art, African textiles, Greek pottery and Islamic patterns.

**Contribution of Art and Design to teaching in other curriculum areas:**

- **English**  
Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. They also access a variety of illustrations in the books they read.
- **Mathematics**  
Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shapes, pattern and space through work in two and three dimensions.
- **Information and communication technology (ICT).**  
We use ICT to support Art and Design teaching when appropriate. Children use software to explore shapes, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.
- **Personal, social and health education (PSHE) and citizenship**  
Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.
- **Spiritual, moral, social and cultural development**  
The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourage them to collaborate and co-operate across a range of activities and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

### **Teaching Art and Design to children with special educational needs**

- At our school we teach Art and Design to all children, whatever their ability. Art and Design forms part of the school curriculum policy to provide a broad and balanced education of all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels
- We enable pupils to have access to the full range of activities involved in learning Art and Design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

- Pupils with special needs are able to develop confidence and express their feelings in Art, as it is a subject in which success does not depend in academic ability.
- They include pupils with learning difficulties who may find opportunities to excel.
- Pupils with particular ability and flair for Art who work more quickly through the levels of the National Curriculum and are extended through the use of more advanced techniques and materials.

**Health and Safety – (See also Health and Safety Policy)**

Health and safety issues in Art include:

- Use of materials, tools and techniques in accordance with health and safety requirements.



- Appropriate storage of tools and materials.

### **Equal Opportunities Issues**

We at Haseltine choose materials and example to ensure that difference is acknowledged and celebrated. We aim to show that all cultures have contributed significantly throughout the centuries to the rich diversity of artwork throughout the world. We include a variety of projects from other cultures and encourage parents and artists in the community to share their skills.

### **References**

- Teacher assessment activities—KS1, 2 and 3.
- Early Learning Goals.
- Skills and activities adapted from previous staff consultation.

Written by: Sara  
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