

Newport Junior School Art Policy



“Learning to make a difference”

Purpose of the art policy:

The policy is a working document for all educators in school. It describes the school's fundamental understanding of the purpose of the art education and the way art contributes to children's learning.

It describes 'How we do it here' and is therefore written in consultation with the staff to reflect their knowledge, skills and understanding of art. It reflects an understanding of the National Curriculum for Art and any specific requirements of the school.

It also advises parents, governors and inspectors of the principle aims of the teaching of art in the school and how these aims are put into practise.

Aim:

The school believes that art is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

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 made by others.

Curriculum expectations:

Since the general election 2010 the government have told us to follow the National Curriculum 1999 programmes of study and attainment targets.

http://curriculum.qca.org.uk/uploads/Art%20and%20design%201999%20programme%20of%20study_tcm8-12052.pdf

OFSTED published 'Drawing together: art, craft and design in schools' in April 2009. This report draws together the findings of subject surveys of art, craft and design education between 2005 and 2008 in 90 primary and 90 secondary schools. Its evaluation criteria are useful to judge pupil's work against. (See Appendix 5)

Whilst many schools use the QCA schemes of work for art, this is not statutory. In best practice situations, where the schemes are used, they are implemented in a flexible way that fits in with cross-curricular/themed work in order to make learning meaningful for children.

During key stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Note: The general teaching requirement for health and safety applies in this subject.

Knowledge, skills and understanding

1) Exploring and developing ideas

Pupils should be taught to:

- a. record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
- b. [question and make thoughtful observations about starting points and select ideas to use in their work](#)
- c. [collect visual and other information \[for example, images, materials\] to help them develop their ideas, including using a sketchbook.](#)

2) Investigating and making art, craft and design

Pupils should be taught to:

- a. investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

- b. [apply their experience of materials and processes, including drawing, developing their control of tools and techniques](#)
- c. use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3) Evaluating and developing work

Pupils should be taught to:

- a. [compare ideas, methods and approaches in their own and others' work and say what they think and feel about them](#)
- b. adapt their work according to their views and describe how they might develop it further.

4) Knowledge and understanding

Pupils should be taught about:

- a. [visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes](#)
- b. materials and processes used in art, craft and design and how these can be matched to ideas and intentions
- c. the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

Curriculum content and 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 2 and 3 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 eight art elements as outlined in the National Curriculum: line and shape; colour and tone; pattern and texture; form and space.

The role of the Co-ordinator:

The art Co-ordinator will:

Promote art

- Review regularly the school's art scheme of work and policy, to ensure that they meet the requirements of the National Curriculum, that they are accessible and familiar to all staff,

and to ensure they are modified to reflect any changes, for example, new resources or expertise, within the school.

- Be a source of reference for colleagues and ensure that they are aware of new developments in art.
- Keep up-to-date on developments in the teaching of art and attend professional training when appropriate.
- Provide a range of high-quality resources.
- Work Towards our Artsmark Award and celebrate art throughout the school and within our local community.
- Art ambassadors will celebrate art and continue to develop ideas and inform future planning with regards to whole school projects.

Monitor

- Monitor continuity and progression in art, by consultation with colleagues and observation of pupil's work
- Monitor the provision of resources for art.
- Have an overview of teaching art in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.

Guide

- Lead training to support the teaching of art: the development of a scheme of work; the development of skills; the development of an understanding of the place of art in children's learning
- Disseminate information about current available in-service training
- Give guidance on procedures for assessment and recording consistent with the school's assessment policy.
- Support less confident colleagues.

Classroom management

Materials, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled to allow actual or visual access to the children.

Educators demonstrate the ways in which specific materials, tools and processes are organised and pupils are expected to take an increasing level of responsibility for that organisation.

To ensure consistency and development of practise across the school, there are agreed procedures for common activities: the usage and mixing of powder paints, for example. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

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 experiences in art. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

Where the supervision of art activities is delegated to teaching assistants or HLTAs, they will have access to training and be able to support pupils effectively.

Resourcing, using artists, galleries:

<http://www.telfordculturezone.com/>

http://www.telford.gov.uk/info/200006/arts_and_entertainment/1058/children_and_young_peoples_arts_projects/2

http://www.virtual-shropshire.co.uk/visitors/arts_and_crafts.shtml

Galleries:

<http://www.redruggallery.co.uk/counties/Shropshire-art-galleries.asp>

<http://www.thegallerybc.co.uk/>

<http://www.artistworld.info/artgalleries.php/Shropshire/56/2/>

<http://www.thenewartgallerywalsall.org.uk/>

<http://www.bmag.org.uk/>

Art supplies:

<http://www.specialistcrafts.co.uk/>

<http://www.educationsupplies.co.uk/?newSite=true>

<http://www.tts-group.co.uk/shops/tts/Default.aspx>

[http://www.bakerross.co.uk/?src=ADWORDS&_ \\$ja=kw:baker+ross|cgn:Baker+Ross|cgid:838728917|tsid:24337|cn:A+-+Baker+Ross+-+Brand|cid:33497657|lid:2670881661|mt:Exact|nw:search|crid:6723544697|bku:1&gclid=CPv2ue7JyK8CFZARfAodUAuSYQ](http://www.bakerross.co.uk/?src=ADWORDS&_$ja=kw:baker+ross|cgn:Baker+Ross|cgid:838728917|tsid:24337|cn:A+-+Baker+Ross+-+Brand|cid:33497657|lid:2670881661|mt:Exact|nw:search|crid:6723544697|bku:1&gclid=CPv2ue7JyK8CFZARfAodUAuSYQ)

Artists:

<http://www.artnet.com/artists/>

<http://www.nationalgallery.org.uk/artists/>

http://arthistory.about.com/od/artistsaz/Artist_Names_from_A_to_Z.htm

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.

The school may decide that it will make its own specific ruling on the use of certain tools or processes.

Particular care needs to be taken with the following:

Plaster of Paris (PoP) is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form and texture. However, PoP when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands or any other part of their body in the mixture as it hardens. This can cause severe burning.

Mod-roc may be used to construct masks and sculptures under adult supervision only. This material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream prior to use.

Craft knives, saws and other sharp tools:

The school will make a risk assessment of the above tools and advise on the way they may be used to make art. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the Health and Safety policy.

Using equipment safely is important, but the fear of accidents should not stop you using a variety of tools and equipment. Children need to learn how to be safe and how to use knives, dyes etc.

THE NSEAD—National Society of Education in Art and Design—has good advice. Use the link here to find what you need.

<http://www.nsead.org/hsg/index.aspx>

EECLIVE

There is lots of good advice for you to assess risks and operate safely

The European Education Consultants on-line health & safety management site is used by schools for a wide range of risk assessments. It has lots of useful art RAs.

<https://www.eeclive.co.uk/public/Plogon.asp>

<http://www.ci.tucson.az.us/arthazards/medium.html> General website outlining health and safety with all aspects of art materials.

Assessing, monitoring, evaluating,

The National Curriculum Levels of Attainment provide the common framework and criteria.

Skills progression charts can be used to assess progress—see appendix 6

Formative assessment opportunities can be found through:

- Teacher observation while work is in progress;
- Review and discussion of work in a sketchbook;
- Group and individual discussion while work is in progress;
- Pupil observations, both written and oral.

Summative assessment opportunities can be found when:

- Final outcomes are reviewed and discussed;
- Work is exhibited;
- Work is selected for the pupils Record of Achievement or art folder either by the teacher or by the pupil;
- Reports are compiled;
- Pupil self-assessment schemes are written.

Framework

The descriptions are designed to help teacher's judge the extent to which their pupils' attainment relates to national expectations. These should match the level of demand in other subjects.

Level 2 at the end of KS1

Level 4 at the end of KS2

What counts as evidence?

- Finished work, kept in an individual or group folder
- Photographs of work that cannot be kept or stored at school
- Work in a sketchbook
- Teacher observations and notes
- Records of discussions with children
- Children's own observations – verbal, written, recorded

Whenever possible children's work should be kept until the end of the year when it can be taken home with the annual report. This will ensure that examples of individual children's progress can be produced at any time during that period.

Evidence of the school policy and scheme of work in practice can be collected by keeping examples of actual or photographed work in a folder or computer file which illustrate:

- The range of activities taking place throughout the school
- Examples of the variety of responses achieved
- Outstanding work used to inspire others

Recording is kept to a minimum but is sufficient to note an individual's progress and to provide guidance for future learning and teaching.

Special needs and equal opportunities

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the school's Equal Opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

Celebrating and display:

Share achievements with the school community with exhibitions and open times. Put images of the work children's work on school web site. There are some websites committed to seeing arts in schools, who will welcome images also.

Let children show off their achievements and acknowledge their success with the wider community:

- Exhibit work at St. Nicholas church
- Exhibit work around school, including children's comments about the process of creating artwork.
- Hold open times, where other children can complete comment cards – peer assessing artwork
- Exhibit a range of artwork when school holds specific events, e.g. parents' evening, year 2 transition or any special guests around school

HOW TO DISPLAY WORK:

- Work should be double backed using contrasting colours
- Artist's names should appear on artwork (children's names)
- Information about the artist should appear on the display.

Review Procedures

The school's art policy will initially be reviewed after one year, and afterwards when:

- Two or three years has elapsed
- New Co-ordinator is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety, for example
- There is an impending Ofsted inspection

Appendices:

The following appendices may be useful – they are stored separately, not within the school policy

Appendix 1	- Cross-curricular planning web example
Appendix 1a	- Cross-curricular planning web blank
Appendix 2	- Skills Progression
Appendix 3	- Attainment Target Levels QCDA
Appendix 4	- Progression in art and design QCDA
Appendix 5	- OFSTED - Drawing Together - evaluation criteria
Appendix 6	- Assessment sheets or each year group
Appendix 6a	- Blooms Taxonomy to promote effective questioning in Art (ks2)