



Devoran Art Policy (Updated September 2012)

Introduction

('Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.)

At Devoran art, craft and design has a significant and valuable role to play in the overall ethos of our school.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Art is not *always* taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

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.

Objectives

In their own work children should be able to:

- Show development in their ability to create images.
- 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.
- Develop an increasing ability, analyse and record the world about them.
- 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.
- Record what they can imagine in sketchbooks or work journals.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.

Teaching and Learning Strategies

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Children should be given the opportunity to examine exhibits, artefacts, historical buildings of interest, i.e. Tate Gallery – St Ives, Barbara Hepworth Museum, Royal Cornwall Museum, Newlyn Art Galleries, Eden Project, National Maritime Museum.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focussing upon art skills.
- Special needs children need to be catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem.
- Gifted and Talented children will be given opportunities to further their skill base and work with visiting artists.
- Develop clear links between art and design technology to provide opportunity to develop the children's I.T. capabilities.

- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- 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.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

Matching tasks to pupils' abilities

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.

By the end of Key Stage One it is hoped that most children will achieve level 2.

By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3.

By the end of Key Stage Two, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

Organisation and Management

The long term plans are based on the National Curriculum recommendations and time allocations are as in the Dearing report on the National Curriculum and meet statutory orders for art, craft and design. Time allocations as follows:

Year 1 and 2	-	36 hours each year
Year 3, 4, 5 and 6	-	45 hours each year

This equates to a minimum of 1 hour a week or the equivalent. The acquisition of skills and learning in art is best scheduled on a weekly basis. In Early Years the study of art will be included within the Knowledge and understanding of the World area of learning.

Role of the Co-ordinator

- Produce the Art Policy and the Key Stage plans that meet the statutory requirements.
- Produce the Art Vision Action Plan (VAP) with realistic and developmental targets.

- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.
- Plan and execute an Arts week every other year.

Role of the class teacher

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 and assistants 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.

Cross curricular learning

Schemes of work are planned creatively to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of art teaching should not be 'watered down' as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

Annual Art Programme

Visits to galleries, exhibition and workshops are encouraged to enhance learning, as well as a weekly art club. Displays are regularly up dated and reflect the work of the pupils throughout the year. Arts weeks are planned every other year to give opportunity for all children and staff to partake in a focussed and shared approach with training and artist led learning.

Monitoring and evaluation

The art co-ordinator is responsible for observing practise and monitoring the quality and impact of art teaching and learning. Assessment is based on QCA learning outcomes and National Curriculum level statements.

The art, craft and design vision action plan is reviewed with the head teacher and allocated governor, recommendations for development are recorded as part of the on going school self evaluation programme.

Lucie Emblin

Reviewed September 2012

