

Newton Flotman **C of E V.C. Primary** **School**



Art Policy

Policy agreed by: _____

Date: _____

Review date: _____

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Art and Design will develop visual literacy, making children aware of their surroundings.

Aims

1. To enable children to represent in visual form what they see,
remember and imagine.
2. To develop creative and technical skills.
3. To be able to select and use items as a basis for their work.
4. To work practically and imaginatively with a variety of materials.
5. To stimulate aesthetic sensibilities.
6. To allow individuals to make informed judgements about
their own work and that of others.
7. To implement changes in their work.
8. To be able to recognise different kinds of art and to appreciate the art of a variety of cultures, periods and traditions.

Enjoyment and development of the processes involved in art is as important as the finished product

Time

Art is taught regularly as part of the timetabled week, and also as blocked units of work.

Planning and links with other subjects

The integrity of art as a separate subject must be maintained, through focusing on the basic elements of art as a key area of knowledge. However there will be links with other areas of the curriculum.

For example, representing ideas introduced in literacy in a visual form and the use of digital images as a starting point for artwork.

Art is a vital part of the drive towards creativity in our school

Teaching, learning and assessment

Children should develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They should learn about the role of art and artists, and craft and design in their environment in different times and cultures. We will teach about and help the children to learn to understand colour, shape and space, pattern and texture and use them to represent their ideas and feelings. Throughout both Key Stages children will build on their skills and improve their control of materials, tools and techniques. The teaching of art should encourage independent learning and pupil autonomy as well as collaborative group work.

The use of templates will not be encouraged.

Informal assessment is part of the teaching and learning process and will be used to inform future planning. The teachers will inform parents of their progress as part of the annual report.

Resources

Some materials are stored in individual classrooms, whilst the main resources are kept on the shelves outside classes 3 and 4.

Reproductions and postcards are kept centrally.

ICT websites and paint programmes are used.

The art subject leader will liaise with colleagues to maintain and develop resources within the available funds. Children are encouraged to respect the equipment, use materials economically and care for the working area.

Health and Safety

There are health and safety implications in the use of certain materials, especially plaster of paris, modroc, clay and glue guns. Fixatives, spray paint and hair spray will only be used outside. Staff will teach children the correct use of tools and how to store them.

When planning and conducting activities teachers will have due regard to the health and safety of their pupils, themselves and other adults. Staff will also include risk assessment in their planning and prior to the lesson commencing. Any helper will be made aware of all Health and Safety issues.

Special Educational Needs

Children progress in art at different rates and planning should take account of this. However, all children can achieve in art. Where children show a particular artistic flair this will be encouraged and developed as part of our Gifted and Talented policy.

Equal Opportunities

All children have equal access to the art curriculum. Every effort will be made to ensure that activities are of equal interest to both boys and girls. Units of work will be planned to ensure that gender stereotyping is not reinforced.

The policy has been reviewed in accordance with the school Disability Equality Scheme.