

# Hindley J and I School



## Art Policy

**Written: May 2014**

**To be reviewed: May 2017**

**Signed \_\_\_\_\_ (Chair of Governors) Date \_\_\_\_\_**

**Signed \_\_\_\_\_ (Headteacher) Date \_\_\_\_\_**

## **Hindley J & I Art Policy**

### **1. AIMS**

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through Art activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of Artists and designers. Through learning about the roles and functions of Art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual Arts enrich all our lives.

### **2. OBJECTIVES**

- 2.1** To enable children to record from first-hand experience and imagination, and to select their own ideas to use in their work;
- 2.2** To encourage children to recognise the need to modify their work and to be able to discuss their reasons;
- 2.3** To develop creativity and imagination through a range of complex activities;
- 2.4** To improve the children's ability to control materials, tools and techniques;
- 2.5** To increase their critical awareness of the roles and purposes of Art in different times and cultures;
- 2.6** To develop increasing confidence in the use of visual and tactile elements and materials;
- 2.7** To foster an enjoyment and appreciation of the visual Arts, and a knowledge of Artists, craftspeople and designers.

### **3. Teaching**

The school uses a variety of teaching and learning styles in Art lessons. The principal aim is to develop children's knowledge, skills and understanding in Art. Teachers ensure that the children apply their knowledge and understanding when developing ideas, jottings, mixing paints, drawing, designing and constructing using textiles, and then evaluating them. We do this through a mixture of whole-class teaching, individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing Art projects, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

## **4. Curriculum**

- 4.1** The New National Curriculum yearly objectives are being planned and taught for by staff within school. Assessments are carried out termly by all members of staff and children are assessed against their year group expectations;
- 4.2** Art is planned for alongside the half termly Learning Challenge planning format as an enhancement towards learning or through a mini topic of its own;
- 4.3** Teachers highlight objectives on their year group trackers to show when objectives have been achieved;
- 4.4** Class teachers plan for Art using the school planning format and clearly state learning objectives and steps to success as and where appropriate;
- 4.5** Children's work is assessed by the class teacher and through peer discussions following the process of plan, design, create, evaluate;
- 4.6** We plan the activities in Art so that children can build upon their prior learning. We give children of all abilities the opportunity to develop their skills, knowledge and understanding. The yearly objectives show planned progression, so that the children are increasingly challenged as they move through the school.

## **5. Early Years Foundation Stage**

- 5.1** We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's creativeness to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in Art;
- 5.2** We provide a range of experiences that encourage exploration, observation, colour mixing, textiles and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

## **6. Resources**

School has a wide range of resources that are replenished by the Subject leader. All resources are stored in the Key Stage2 Resource Room. Early Years and Key Stage 1 also have a bank of Art resources to replenish continuous provision areas indoors and outdoors.

## **7. Artist in Residence**

Annually the children have the opportunity to work with an experienced Artist to enhance pupils learning and enjoyment of Art.

## **8. Health and Safety**

Children are taught about the safety of Art equipment, sewing materials, scissors and nontoxic paints in Art lessons.

## **9. Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in Art is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.