



FERNDALE PRIMARY
SCHOOL

Art Policy

2015

Ferndale Primary School

POLICY DOCUMENT

Title: Art

Reference and Source Document: Source Document internet and updated to fit with our school - Written and updated by Art Subject Leader

The key purpose: Supporting teaching and learning of Art.

Art Subject Leader: Susan Petrie

Reviewing Cycle and next date: Two years. (Next date spring 2016)

1. Introduction:

This policy has been established to address the National Curriculum for Art and the Early Years Foundation stage curriculum documents. It affects Key Stages 1 and 2 and replaces the previous policy.

2. Vision statement:

A good Artist at Ferndale is:

- Enthusiastic about Art.
- Enjoys the creativity that Art allows.
- Can talk about and appreciate the work of other artists.
- Is able to evaluate their work and suggest ways to improve.
- Is keen to develop and refine their skills.
- Works with a range of skills, tools, media, with confidence.
- Is able to apply their knowledge and understanding Art to their own work.

3. Aims:

To enable pupils to;

- Foster an understanding and enjoyment of art, craft and design.

- Provide all children with a broad and balanced education.
- Learn about art and the appreciation of the work of other artists and crafts people from different times and cultures.
- Learn through art, extending and enriching other curriculum areas.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Make increasingly informed and creative choices of media, tools and techniques for a given purpose.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.
- Deliver the National Curriculum by integrating the elements of art with the processes and practices of art to provide a broad and balanced art curriculum throughout each year.
- Integrate the two strands of the National Curriculum, investigating and making; and knowledge and understanding, wherever possible.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

4. Curriculum Development and Organization:

The following is a curriculum map showing the main topics covered by each year group.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	Self Portriat	Mother nature designer	Portraying Relationships	Bayeux Tapestry	Sketching related topics	Henri Rousseau Jungle
Spr 2	Lowery Matchstick men	Can buildings speak?	Investigating Pattern	Stone Age Cave Art	Great Artists	Art around the world
Sum 3	What is a sculpture? Andy Goldworthy Van Gogh	Artist Study Mondrian	Scuptures	John Constable Paintings of Stonehenge	Talking Textiles	Architecture around the world

The children in the early years will study art through their various topics. Children will explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts ideas and feelings through a variety of activities in art, dance and role play.

5. Teaching and Learning:

Children work in a range of groupings including whole class, small groups, pairs and individuals.

6. Inclusion and Equal Opportunities:

The Art curriculum is concerned with the learning and participation of all students. Teaching is planned with this in mind and Teaching Assistants are available to support all students, ensuring good progress is made.

Ferndale Primary school aims

To provide suitable learning opportunities regardless of gender, ethnicity or home background. Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources. CD ROMs, the Internet and our whiteboards offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their skills and understanding.

7. Roles and Responsibilities:

The Art Co-coordinator is responsible for

- Overseeing the Art curriculum
- Monitoring the learning and teaching of Art
- Ensuring the assessment is relevant and informative
- Making purchasing decisions
- Ensuring all staff are appropriately trained
- Keeping up to date with developments in Art
- Observing Art lessons
- Monitoring / supporting Art planning
- Preparing policy documents
- Advising colleagues and helping to develop expertise
- Liaising with The Arts team
- Contributing to staff Art INSET training

8. Subject Monitoring / Evaluation of provision:

The Art Subject Co-coordinator is responsible for monitoring and evaluating the curriculum and pupil progress. This is done through; work trawls, planning scrutinies, lesson observations, staff discussions, audits of resources and Art mini reviews.

9. Pupil Assessment:

- There will be informal ongoing assessment by the Class teacher to ensure continuity, progression and achievement in art.
- A summative assessment of children's progress in art over the year will be provided in their end of year report.
- There will be a collection of work in sketchbooks to ensure progression.
- Children's achievement in art will be matched against the National Curriculum end of Key Stage descriptions.

10. Health and Safety Issues:

Please refer to the school Health and Safety Policy for further information.

The following are examples of the many health and safety concerns of art classrooms:

- Students not washing their hands properly after working with materials
 - Teachers allowing eating and drinking while working with art materials
 - The sink area must be kept clean and any water spills cleaned up immediately to avoid slipping on the wet floor
 - Rooms must be properly ventilated to insure adequate fresh air
 - Electric tools must be in good working order and be well maintained
 - Teachers must watch for any exposed sores or cuts on a student's hands.
 - Students should not wear loose-fitting clothing or dangling jewelry; they should keep their hair tied
- Tips for Keeping Art Rooms Safe

The following are a few safety tips for teachers for keeping art classrooms safe:

- Make sure each student knows the rules of safety and follows them.
- Only use materials that are safe for children to use. Make sure to read the labels.
- Give preschool and nursery children small amounts of art materials at one time. This reduces the amount of material they can put into their mouth.

11. The role of ICT in this curriculum area:

- Each computer in the I.C.T suite has a range of graphic software, including 'to paint', clip art facilities, use of a scanner and a digital camera. We have full Internet access that can be used to find images for our artwork, with appropriate supervision. I.C.T is incorporated within the art curriculum wherever relevant.
- Every classroom has an Interactive White Board can be used to model and demonstrate art programmes. It also has many other uses, such as:-

Showing photographs of school trips or artifacts.

Scanning and showing examples of children's work.

12. Management Information:

Important information is given out during briefings on Friday morning, phase meetings or staff meetings.

Budget information and resource needs are reviewed on a yearly basis.

Each year there is a review of Art provision. An audit analysis is completed considering the areas we need to develop as a school. Funding is put in place to achieve these aims. All decisions are

Made after due consultation with the Head, LT and Art Co-coordinator.

Resources specific to a particular year group are kept in the relevant classrooms or bay areas, others such as books and other resources are kept in a central place including a nominated holding area to restock.

Resources include: -

- A wide range of art media, tools and materials that are either individually stored by teachers for specific activities or centrally stored by art coordinator.
- A wide range of visual resources are available, including boxes of natural resources (e.g. wood, shells, stone, bird's nests, fur cones, sculpture, and artifacts).
- Also a wide range of artists, designers and crafts peoples work from a range of times, periods and cultures.
- We have a bank of resources to go alongside our cross-curricular History and Geography art projects and have access to borrowing artifacts for the Indian and African projects from Museums and parents.
- We use the local environment for visual stimulus and for observational drawing work, for example the school grounds (buildings, trees, plants, flowers, insects) the surrounding houses, shops, buildings and also the area of Great Barr towns buildings, museums, art galleries, canals and river.
- We use visitors and visits, trips outside the local area as an opportunity to use as starting points for children's work.
- The school library has a wide range of books for both teachers and pupils to refer to and use in the classroom to support their work.

13. Liaison:

To ensure consistency and progression in the Art curriculum throughout the school we currently:-

- Meet together in separate phases to discuss any current Art issues, look at planning and moderate.
- Discuss Art requirements in whole staff meetings
- Attend training in key stage or whole staff groups

· 14. Home / school links:

We see the relationship with parents as very important in supporting their child's learning. We involve the parents in their child's learning by:-

- Providing regular parent's evenings which give them verbal and written information on their child's progress and their targets for the future.
- Providing termly curriculum letters informing the parents on the areas of the curriculum that are being covered.
- Providing an end of year report which outlines progress and attainment.

15. Date to be reviewed Spring 2016

16. Introduce art sketching books.