

William Gilpin CE VA Primary School
Art Policy

1. Aims and Objectives

1.1 Art and design 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 and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers.

1.2 Our Aims Are:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of activities.
- To improve the children's ability to control materials, tools and techniques.
- To increase critical awareness of the roles and purposes of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people and designers.

2. Teaching and learning

2.1 The school uses a variety of teaching and learning styles in art lessons. Our aim is to develop the children's knowledge, skills and understanding in art.

2.2 This should be achieved by:

- A mixture of whole-class teaching and individual/group activities.
- Staff ensuring that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work.

2.3 Effective teaching will:

- Need a planned approach to extend the learning activity as an integrated part of the curriculum.
- Give pupils a clear objective.
- Use good examples of individual performance as models for the other children.
- Encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.
- Provide opportunities for children to work both on their own and collaboratively with others, on projects in two and three dimensions and on different scales.
- Provide children with the opportunity to use a wide range of materials and resources, including ICT.

3. Special Educational Needs

- 3.1** In line with the school ethos of full inclusion, children with Special Educational Needs have equal access to all areas of the curriculum. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting learning challenges and responding to each child's different needs.

4. Differentiation

- 4.1** Differentiation is achieved through differentiated activities and differentiated learning outcomes.

5. Assessment and recording

- 5.1** Children's work in art is assessed through observation whilst they are working during lessons. Staff may note the progress made by children against the learning objectives for their lessons. But most of these observations will not be formally recorded. The teacher makes an annual assessment of progress for each child, as part of the child's annual report to parents.

6. Monitoring and Review

- 6.1** Monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art subject leader.

This policy will be reviewed in the Autumn Term of 2014 or in the light of any significant developments or new legislation.

Signed:

Date: