



Art Policy including Policy for Display

Introduction

At Monksdown Primary School we value Art and Design because it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

Art and D&T are practical subjects but ones in which the subject knowledge provides a significant contribution. There must be an understanding of the underlying educational values of the artistic experiences – if concentration is placed on a series of ‘end products’ rather than the value of learning embodied within the activity then the real worth can be lost.

Aims

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the children.

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales.
- To develop the children’s knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

Entitlement

The Foundation Stage

Before embarking on key stage 1 work, many children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in.

The F.S. provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children’s learning includes art, designing & making, dance, role-play and imaginative play. The range of experience are imaginative and enjoyable.

Key Stages 1 & 2

The programmes of study set out what pupils should be taught in Art and Design divided into two attainment targets for KS1 and KS2-

Key Stage 1

Attainment Target 1: Investigating and Making

The children should demonstrate that they:

- Are starting to look closely at the natural and made world and record what they see
- Are confident in using memory and imagination in developing ideas for art
- Are willing to explore the use of a variety of materials, tools and resources for practical work
- Understand that art has its own language, lines, shapes and colours and they can show some awareness of this in their own work
- Can control tools safely, organise and care for materials and equipment
- Are developing the practice of planning their work, trying out ideas beforehand and changing it if needed
- Attainment target 2: knowledge and understanding
- The children should demonstrate that they:
- Can look closely at artefacts and objects, including their own work, and talk about them
- Have begun to understand that there are connections between their own work and the work of artists, both past and present

Attainment Target 2: Knowledge and Understanding

The **Knowledge, skills and understanding** strand identifies the aspects in which the pupils should make progress.

- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work
- Developing knowledge and understanding

Key Stage 2

Attainment Target 1: Investigating and Making

The children should demonstrate that they:

- Can select aspects of the natural and made world and record what they see, imagine and feel
- Can take some responsibility for gathering information in support of their work and be discriminating in using it
- Can be selective in their choice and application of materials to suit the task
- Are developing control, confidence and understanding in using different materials and techniques
- Can experiment with the elements of art and begin to use formal ways of communicating ideas/feelings
- Are able to visualise ideas, discuss them and modify them, with justification

Attainment Target 2: Knowledge and Understanding

The should demonstrate that they:

- Can discuss different purposes of art and describe how artists have represented their ideas making use of art vocabulary
- Can recognise and discuss the work of a number of artists, representing different styles and periods, and understand something of the times in which the work was made and how it influenced others
- Can apply what they have learned from the work of other artists in an imaginative way to inform their own

Teaching and learning

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- using additional adults to support the work of individual children or small groups.

Planning

Art is a foundation subject in the National Curriculum which is used as the basis for our curriculum planning.

We carry out long term, medium term and short term planning within each year group.

Medium/short term plans are recorded on our school matrix, define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible reviewing plans and children's work as a basis for subject coordinators annual report. Class teachers annotate the matrix recording key learning objectives and lesson content.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Assessment and Record Keeping

Class teachers will complete a Planning Sheet that will act as a termly record of work covered.

Simple assessments are recorded at the end of each unit identifying those children who are working below, at or above age related expectations and informs the annual subject report to the Governing Body. We pass this information on to the next teacher at the end of each year.

Each child should build up a portfolio of work which shows achievement and progress, one piece of work per term, dated with child's own and/or teacher's comments. Large pieces of work ought to be photographed. The children's own comments could be in the form of a self-evaluation sheet. The pupils should be encouraged to include comments about their:

- use of colour

- skills of observation
- use of materials
- using tools
- enjoyment/enthusiasm
- connections between their own and other artists work
- new art vocabulary learnt

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader produces an annual summary report evaluating the strengths and areas for further improvement.

Reporting to parents

This is done twice per year at parent evenings and annually on their written report

Health and Safety

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

The school abides by statutory health and safety guidelines outlined by the LA. Regular checks are undertaken to

Policy for Display

Children learn from everything around them and so display should be seen as a teaching aid. Pleasant surroundings affect learning and social behaviour of children. Good displays can reinforce learning and allow concepts to be seen in different ways.

The staff of Monksdown Primary school use the classroom walls as teaching aids and have designated Learning Walls for Literacy and Maths, children's work to be celebrated is displayed all around the school and is changed frequently.

Why do we display children's work?

- To celebrate the children's achievements, a way of giving value to their work
- To reflect and reinforce work done
- To create a positive atmosphere by ensuring all children have some work on display; making children feel a real and valued part of the class, encouraging their 'ownership' of the room
- To the variety and standard of work done in the school
- To show progression and development throughout the age groups
- To use display as a teaching mechanism with clear educative aims, using interactive labelling to encourage children to respond, enquire and study
- To provide a visually and educationally stimulating environment
- To arouse curiosity
- To give purpose and value to the children's work
- To give confidence, sense of achievement and a feeling of belonging
- To develop aesthetic awareness in children
- To provide an opportunity to look at others work

- To encourage a positive attitude towards the environment
- To encourage a higher standard of work
- To impart information

What to display

- children's 2 and 3 dimensional art work
- children's subject work
- artefacts and reproductions of art work from different times and cultures
- photographs, books, posters and maps
- displays based on themes/topics
- natural and man-made objects
- original works of art loaned from galleries, secondary schools, adult work etc

Display as a teaching aid

- Learning Walls have a section that is changed to reflect the Literacy / maths units being taught at that time. Work from the previous unit is kept and used as Steps to Success for when the unit is revisited.
- Displays should have a careful balance between teachers work, published materials and children's work, having carefully written interactive labelling
- Have examples of other children's work for reference
- 'come and try' or 'come and do' displays supplemented by worksheets and reference materials
- Permanent displays eg. Helping words, number lines, colour, shapes etc
- Explanations of concepts
- As a good example of careful presentation
- Sharing of teachers ideas eg. Going to other classes to see their Learning Walls, learning from each other
- Ensure displays represent range of curriculum subjects

Mounting a display

- Keep displays simple and effective
- Consider titles and captions, make lettering clear and easy to read, use a variety of fonts including captions written by children, don't only use capital letters, incorporate our school handwriting style, computer type etc
- Make some displays interactive, pose questions, problems etc
- Consider the children's eye level when displaying written text
- Photograph displays for record keeping purposes and don't leave them up for more than a term
- If appropriate ensure work is named and add other contextual information.
- Great care should be taken when labelling – correct use of punctuation, grammar etc – children should be encouraged to make their own labels as a **supplement** to teachers
- CHILDREN'S WORK SHOULD ALWAYS PREDOMINATE

We must always reinforce their sense of esteem and worth by valuing the work they have produced. We must have the highest possible expectations for the children and always encourage them to do their very best.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching Art to pupils with Special Educational Needs

We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Subject Leadership

The Subject Leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Inspire learning
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

Policy Review

This policy was last reviewed: Spring 2018

Date of next review: Spring 2020