



The Meadow Community Primary School and Pre-School

Art Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<p><u>Aims</u></p>	<p>To foster an understanding and enjoyment of art and to provide the children with a broad and balanced curriculum.</p> <p>To enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose.</p> <p>To develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.</p> <p>To extend and enrich other subject areas by the incorporation of art.</p> <p>To develop the children's ability to value the contribution made by artists and other cultures.</p>
<p><u>Objectives</u></p>	<ul style="list-style-type: none"> • To develop a variety of skills throughout their school journey • To work with a variety of different media • To develop creativity and imagination • To learn about different artists and their techniques • To become confident artists
<p><u>Curriculum content</u></p>	<p>Outlines the skills, knowledge and techniques for each year group regarding the themes of Colour, Texture, Tone, Form and Space and Line and Pattern.</p>
<p><u>Scheme of work</u></p>	<p>Meadow Scheme of work - currently looking at introducing a new scheme which shows a clear progression in skills and knowledge.</p>
<p><u>Planning and Teaching</u> Including:-</p> <ul style="list-style-type: none"> • inclusion for SEND • opportunities for Gifted, Talented and More Able children 	<p>Art is often delivered as part of themed work. Cross curricular links are made with each theme. Children are given the opportunity to work as individuals and in small groups where teaching styles are varied in order to suit the children's needs. There is a balance between teacher led formal lessons and more open -ended investigational and creative sessions.</p> <p>Practical skills in Art are taught in a clear progression. Children are given the chance to choose for themselves the dimension, media, materials and content of their work. Wherever possible Art takes place in different environments. All pupils whatever their ability, religion or cultural background will be given the opportunity to explore all areas of Art. If an activity is unsuitable or inappropriate, then an alternative one will be provided so that the child is not held back or restricted in any way. Specialist equipment or extra classroom assistance will be provided if a child's special need demands. More or very able children with a particular talent may need specialist equipment or extra classroom assistance in order to achieve their extra potential. Children in year 1 are given sketchbooks which are passed on to the next class, up to year 6. Opportunities to use computing as a support for learning are provided. Children are able to evaluate their own work and that of others.</p>
<p><u>Assessment, Recording and Reporting</u></p>	<p>Individual pupils are assessed at the end of every term using SOT. Assessments are given to the subject leader at the end of every term. All children have a sketchbook from Year 1 through to Year 6 which is a record of their progress.</p>
<p><u>Professional Development</u></p>	<p>School inset takes place as needed in line with the whole school development plan. All staff have the opportunity to go on any courses to enhance their delivery of the curriculum.</p>
<p><u>Monitoring and Evaluation</u></p>	<p>Teaching and Standards are monitored through lesson observations, pupil interviews, scrutiny of work, and review of planning and analysis of data.</p>



<p><u>Multi-cultural opportunities and awareness of 'British Values'</u></p>	<p>Art can offer an excellent starting point for multi-cultural studies, particularly since Art has always been a medium through which customs, values and beliefs of people throughout the world are expressed. Art can enable children to understand and respect the creative work of other peoples and cultures as well as valuing their own. Art often plays an important part in religious festivals and celebrations. It is important to remember certain colours, images or icons can be offensive to people of certain faiths.</p>
<p><u>Health and Safety (including e-safety and safeguarding, if applicable)</u></p>	<p>Equipment and all resources are checked for dangers such as sharp edges and toxic ingredients. Individual allergies are known to each class teacher and photos of the children and details of their allergies are placed in a prominent position. Damaged equipment is checked by the coordinator and replaced as necessary. All children are told at the beginning of any lesson how to use equipment safely. Children are made aware of any e- safety issues arising from computing related work.</p>
<p><u>Resources and displays</u></p>	<p>Class teachers follow the policy for 'What makes a good display' provided by the coordinator, which gives clear expectations for all displays. A timetable is issued at the start of each school year outlining responsibility for public display areas. Art resources, including all books, posters and specialist equipment are to be found in the KS2 resource cupboard. An audit of resources is carried out in the summer term so that any resources can be replaced or updated, ready for the start of the new school year.</p>
<p><u>Partnership with parents/carers</u></p>	<p>Reports are sent out annually to inform parents of their attitudes towards their art work. Parents meet with teachers twice a year on Parents Evenings where parents are able to look at sketchbooks with their children if requested.</p>
<p><u>Partnership with other agencies</u></p>	<p>After school clubs provide creative opportunities for the children. Experts are brought in for enrichment days to support themed work.</p>

Version 1