

BALLIFIELD PRIMARY SCHOOL

ART POLICY

School Philosophy

Art education stimulates creativity and imagination providing sensory experiences which give a means of personal expression. Through creative activities children learn to communicate what they see, feel and think. Discussion stimulated by this helps children to explore the experience of others, embracing diverse cultures, times and media.

Objectives

The school's aims for educating through art are to develop:-

- ❖ enjoyment through use of a range of media:
- ❖ visual awareness in pupils:
- ❖ creative and technical skills, aesthetic sensibilities and design capability:
- ❖ a capacity for imaginative and original thought and experimentation:
- ❖ a capacity to learn about and observe the world around them
- ❖ the ability to articulate and communicate ideas, opinions and feelings about art:
- ❖ the ability to value and respond to the work of artists, craftspeople and designers and from a range of cultural backgrounds.

Organisation

Children may work individually, in pairs, in groups or as a whole class. The teaching emphasis will be on the development and acquisition of appropriate art vocabulary and language. Children will be encouraged to explore and experiment with materials and techniques in order to develop their own ideas, involving first hand experience where-ever possible. Children will be involved in the self evaluation of their work and will be encouraged to comment constructively on their own work and that of others.

Resources

Within each classroom key resources are available to ensure continuity of experience as children progress through school. Some resources are also held centrally. The children are encouraged to select, use and replace resources as required, taking responsibility for the care and maintenance of all materials and equipment. Visual aids, books, and examples of art are used when relevant, and there is a central resource of reference for staff.

Broad Framework

Foundation and Key Stage 1

Pupils should be given the opportunities to:

- ❖ progress in all aspects of their creative development:
- ❖ work individually and collaboratively on two and three dimensional pieces of work on different scales:
- ❖ use a range of materials and processes including ICT:
- ❖ investigate different kinds of art, craft and design.

Key Stage 2

Pupils should be given the opportunities to progress through the development of skills, knowledge and understanding to:

- ❖ explore a range of starting points for practical work:
- ❖ work individually and collaboratively on two and three dimensional pieces of work:
- ❖ use a range of materials and processes including ICT:
- ❖ Investigate different kinds of art, craft, and design in the locality and in a variety of genres, styles and traditions.

Assessment and Recording

- ❖ Art skills will be assessed against the learning objectives.
- ❖ Teachers will observe, question, listen and plan tasks to support the learner's needs.
- ❖ Examples of art work will be gathered throughout the year and the skills used to produce the pieces will be exemplified through the use of photography
- ❖ Pupils will be encouraged to reflect upon their work as individuals, in groups and through self-assessment, as appropriate.
- ❖ When making judgements about the children's achievement and progress, teachers should refer to the skills progression for Art and Design (Chris Quigley).
- ❖ An annual report is sent to parents which includes the child's progress and effort in art and design.

Display and Presentation

Display in and around the school encourages pupils to have pride and confidence in their own work and to appreciate that of others. Teachers ensure that their classrooms provide visually stimulating learning environments and that children's work will be acknowledged by careful presentation.

Monitoring and Review

This policy is reviewed regularly by staff and governors, taking account of changes in National Curriculum and staff practices. Reviewed October 2016.