

Slaithwaite CE J & I School



Art Policy

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STATEMENT

Slaithwaite CE Primary School School believes that the Arts are central to the educational success of its pupils. Through the Arts, pupils gain in confidence and self esteem. They learn to work both as team members and independently. They learn to express their emotions and to celebrate and respect our beautiful local environment and its rich historical and cultural heritage. Through Art education we can help our pupils to develop a life-long interest and appreciation for the Arts and encourage an active involvement in cultural opportunities locally and in the wider world.

After consultations with our pupils it's obvious that Art is a strong motivator and one which brings much enjoyment, success and achievement. We believe that art is to be celebrated and enjoyed.

AIMS

- Provide a stimulating arts curriculum of quality, range and depth.
- Give all pupils opportunities to experience art as maker, performer, exhibitor and spectator.
- Give pupils the opportunity to receive both formal and informal accreditation for their work.
- Give pupils the opportunity to work alongside artists in the community in order to raise standards/expectations in areas that the school alone cannot offer and to create positive links with groups outside school.
- Organise trips to see work exhibited / performed by professionals.

**Creativity is
contagious,
pass it on**
Albert Einstein

CURRICULUM

Our aims for the art and design curriculum reflect those of the National Curriculum. So pupils are encouraged to: * produce creative work; * explore their ideas and record their experiences; * become proficient in drawing, painting, sculpture and other art, craft and design techniques; * evaluate and analyse creative works using the language of art, craft and design; * know about great artists, architects and designers, and understand the historical and cultural development of their art forms.

They will achieve this through their understanding of the eight art elements - line and space; colour and tone; pattern and texture; form and space. Skills will be taught discretely or across curriculum areas, as appropriate.

When delivering activities care is taken to ensure that the necessary Health and Safety requirements & risk assessments are completed as required.

Planning

Long term planning is carried out by teachers collaborating to ensure that coverage of skills, sensory experiences, variety of media used, knowledge of artists etc is broad and balanced and that coherent cross-curricular links are made. Themes are chosen with the children's interests, the local environment, and specific current events or forthcoming celebrations in mind. *Medium term planning* is carried out by individual teachers, liaising with others in their key stage. *Short term planning* is carried out by the class teacher. Planning at this stage clearly shows objectives, how the objectives will be taught and in which subjects (if cross curricular), differentiation, evidence of classroom organisation, use of additional adults and evaluation notes to inform future planning.

Teaching and Learning

Teaching at all levels should include a variety of styles making the lessons suitable for all learners, regardless of ability. Various techniques could include opportunities for:

- *Group, individual and whole class activities
- *Discussion with individuals/groups as well as demonstration and instruction
- *Individual research and exploration using a variety of media (ICT, DVD, reference books, magazines)
- *Whole school 'Creative Curriculum Days', Assemblies, Seasonal Performances.
- *Using artists and local community expertise
- *Inviting in parents with specific artistic talents
- *Visits to galleries



PROGRESS AND ACHIEVEMENT

Marking is carried out regularly and in accordance with the school's policy. Teachers use positive written comments as well as constructive suggestions to help children improve their work.

Assessment

In the short term, teachers carry out continuous assessment of the learner's progress in all aspects of the Art Curriculum and where appropriate observations are noted down against the learning objectives. Such assessments are formative and are rooted in Assessment for Learning. Progress is then assessed with a view to informing teaching and learning.

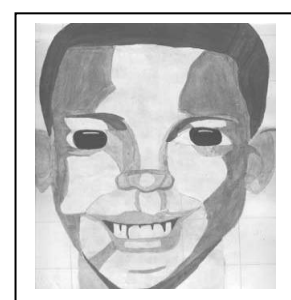
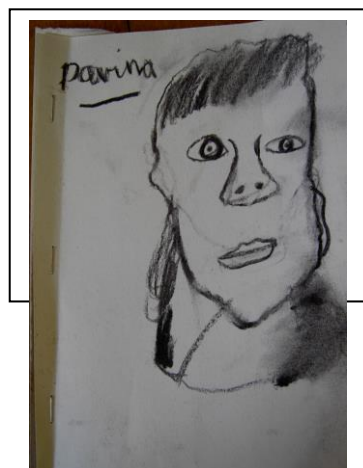
In addition, all children are encouraged to self-assess their own and others' learning against specific objectives. Self assessment could take the form of traffic lighting or 'thumbs up' during plenaries, verbal feedback or peer marking/editing. The children are expected to make positive comments about others' work as well as to question other children's ideas and choices.

The most important thing about assessment is that it should be a positive, personal and informative experience and one which makes the children want to try again and improve.

Monitoring and Evaluation

Monitoring and evaluation of Art is undertaken on a termly basis by the Art subject coordinator and the Senior Management Team to determine consistent teaching and learning and attainment and progress across the school. Teachers give the co-ordinator an annotated sample of work/photograph from a range of abilities ('Emerging', 'Expected' and 'Greater Depth') as well as end of unit assessment records indicating the children's levels of attainment. All evidence is kept in a portfolio and scrutinised at intervals by the co-ordinator and SMT.

At the end of the year the co-ordinator gives an annual summary report to the head teacher to highlight strengths and weaknesses and an Action Plan is formulated to include areas for development of the subject.



Equal Opportunities Statement

At Slaithwaite Primary School we believe that equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are. Every member of the school community is responsible for promoting equal opportunities.

We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies - differentiating by task, expected outcome and regulating support from peers or adults. We aim to ensure that our planning, teaching and learning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum.

Inclusion Statement

We believe that Inclusion is about the quality of the learner's experience, how they are helped to learn, achieve and participate fully in the life of the school. All learners are given opportunities to be successful, to feel included in every subject and are given opportunities to access the curriculum and reach their full potential.

Role of Governors, Parents & Carers

Our governors determine, support, monitor and review the school's policies.

We believe that parents have a fundamental role to play in helping their children learn and progress within our school.

We are committed to ensuring that parents are informed about topics we cover, when homework is set and how to help their child. Regular correspondence such as newsletters and parents' evenings throughout the year support this aim.

The school believes that the active support and involvement of parents is crucial to learners achieving their potential in all aspects of the Art curriculum.

Parents will receive an annual report on their child's progress in Art.

Policy reviewed October 2017

Review Due: Oct 2018

