



Haydon Wick Primary School

Art Policy

Key Document details:

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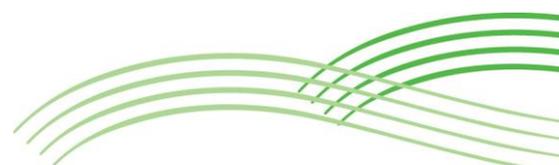
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At Haydon Wick we believe art is:-

- a way of stimulating children's creativity and imagination through visual, tactile and sensory experiences
- a unique way of understanding and responding to the world
- an understanding of colour, form, texture and pattern
- a process of communication of ideas, feelings and meanings
- a way of making thoughtful judgements about life and life in different times and cultures
- a way of shaping the environment
- an enrichment of our lives through the appreciation and enjoyment of the visual art.

We aim to teach children to:-

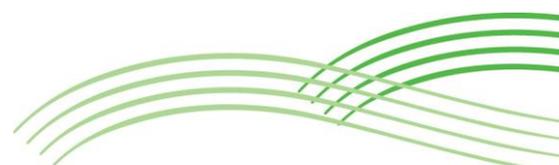
- develop a visual awareness
- provide opportunities to use art to record feelings and express creative imagination from first-hand experience
- develop visual vocabulary
- understand the visual elements of colour, texture, line, tone, pattern and shape and form in order for them to effectively express themselves through artistic means
- develop mastery of a range of tools, media and processes
- develop critical abilities and an understanding of cultural heritage
- acquire artistic skills and techniques
- develop their ICT capabilities
- develop their capacity to evaluate their work and others artistic endeavours
- increase their critical awareness of the roles and purposes of art and design in different times and cultures

Teaching Styles and Strategies.

The school uses a variety of teaching and learning styles in art and design lessons which are necessary for the teaching of Art. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils.

Our teaching at all levels shall include opportunities for

- teacher to draw attention to good examples of individual performance models for the other children
- discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work
- consolidation and practice of fundamental skills and routines
- use of ICT museum resources and outside visits
- first-hand experience



- investigation work
- classwork, group work, individual work
- recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work and using I.C.T.
- experience of artists and crafts people
- provision of different media and sketch books

Equal Opportunities.

The teaching of art will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to Art for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work and through the use of Teacher Assistants where available.

I.C.T.

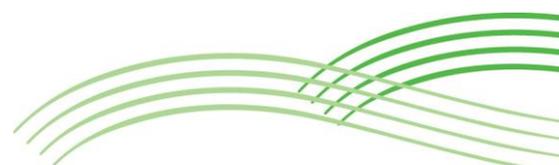
Computers and I pads are available within the school which have appropriate software to support the teaching of art. Computers and I pads also have access to the Internet to give further support. A scanner and digital camera are also available.

Assessment.

Children's work and performance will be assessed while observing them during lessons. The teacher passes on relevant information to other teachers. Staff hold regular parents meetings and written annual reports are forwarded to parents in the summer term. Art will be displayed, observed and returned to the child at an appropriate time. Photographs of artwork will be kept by the co-ordinator.

The Role of the Art Co-ordinator is to

- purchase, organise and maintain teaching resources
- manage a delegated budget and keep spending within it
- encourage and assist in-service training



- provide guidance and support in implementing NC and schemes of work
- offer specialist advice and knowledge for special needs and gifted pupils
- to co-ordinate recording and presentation throughout the school after consultation with colleagues
- advise the Principal of action required (e.g. resources, standards etc.)
- encourage ways of involving parents in their children's learning
- promote liaison between schools (moderation, WHF Art festival)
- provide support for all who teach art and so improve the quality and continuity of art teaching and learning throughout the school

Resources

Each child is provided with a sketch/planning book which follows them from class to class. Class sets of watercolour and other basics are kept in each classroom. Teachers can order specific resources after consulting with the Art coordinator.

Scheme of Work.

Art will either be taught as a discrete subject or linked to other National Curriculum Activities.

Wherever possible, links should be made with other branches of 'The Arts' such as drama, dance, poetry and music.

The Foundation Stage.

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. 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 birth to five years. The children's learning includes art, music, dance, role play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various stages. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

