

Park Hill School Art Policy

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination, to achieve their potential with guidance and given criteria. At the same time, it allows pupils to think critically and so develop a good understanding of art and design. Children work individually and within a group to develop social and personal skills. It is planned so that it will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Art is not taught in isolation, although it maintains its creative base and its skills and techniques. It is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Aims:

- to provide a stimulating environment that encourages artistic awareness and promotes a positive attitude towards art;
- to inspire creativity and imagination;
- to produce creative work, exploring their ideas and recording their experiences;
- to use art as a form of communication and expression;
- to develop skills of observation, perception and visual awareness;
- to become proficient in drawing, painting and sculpture;
- to develop an understanding of the visual elements of colour, texture, line, tone, pattern and shape so that the children can effectively express themselves through artistic means;
- to explore ideas and meanings through work of artists and designers;
- to develop an understanding of cultural and historical heritage;
- to develop skills of evaluation and judgement about their own work as well as that of others and promote a knowledge and understanding of art;

Objectives:

Every child should be involved in:

- practical work based upon their own experiences and imagination;
- a cross-curricular topic based approach;
- improving their abilities to control tools and materials to develop techniques and skills;
- opportunities to select ideas and modify their work;
- observations through painting, drawing, printmaking, ceramics, textiles, mixed media, photography and ICT;
- learning and using an art vocabulary;
- evaluating their own work and others work;
- visits to art galleries and museums;
- contact with contemporary artists and designers when possible;

Teaching styles, Strategies and Approaches

At Park Hill, Art is linked with other National Curriculum subjects thus allowing a cross curricular approach that combines knowledge and skills. The work for each year group covers a range of art techniques and National Curriculum skills which are taught through topic. A range of teaching styles is necessary for the teaching of art. Approaches need to be related to topic and to the abilities of both teachers and pupils.

Foundation stage:

In the foundation stage, guidelines show children's creative development as being fundamental in all development strands. The curriculum guidance states that 'Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning involves art, music, dance, role play and imaginative play'.

Our teachers at all levels shall include opportunities for:

Key stage 1:

- using a range of materials creatively to design and make products;
- recording and observation through drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- experience of artists and crafts people;

Key stage 2:

- having topic books to record their observations and use them to review and revisit ideas;
- improving their art and design techniques, including drawing, painting and sculpture with a range of materials (e.g., pencil, charcoal, paint, clay)
- experience of artists and crafts people;

Both Key stages 1 and 2:

- teacher exposition;
- 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;
- investigative work;
- the recording of work in topic books including photography;

Differentiation:

Children must be given opportunities to work individually, in groups and as a whole class. Art activities essentially require an individual response, so for many activities pupils will be able to respond at their own level within the class.

Children who experience difficulties could be helped in the following ways:

- given extra help and guidance from the teacher to reinforce the learning of skills and concepts;
- given opportunities to practice;
- given extra encouragement by working in a small group with the support of the teacher;
- given opportunities to work on a group project with a more able child to enable them to experience success and satisfaction;

Children with outstanding abilities could be encouraged by:

- providing opportunities for them to develop their ideas further;
- the introduction of new media, skills and concepts;
- setting specific problems for them to resolve that require a more disciplined response;

- Some children may experience difficulties learning an art vocabulary, which in turn will hinder their ability to describe and evaluate their work. This vocabulary could be reinforced in other areas of the school curriculum such as reading and spelling.

Equal Opportunities:

The teaching of Art will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to the Art curriculum for those children with Special Educational Needs - simplified activities tailored for those that are less able and extended activities for the more able pupils, delivered with the support of classroom assistants where available.

Naureen Raja November 2013