



Glen Hills Primary School

Art Policy

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

DEFINITION OF ART

- 'Art' should be interpreted to mean 'art, craft and design' throughout and 'artists' should be interpreted to mean 'artists, craftworkers and designers'.
- Art is a foundation subject within the National Curriculum.
- It is a visual and tactile subject which children can relate to across the whole curriculum.

AIMS AND INTENTIONS

Our aims in teaching Art are to:

- enable children to work with confidence and pleasure in expressing their responses to ideas and feelings in a visual and tactile way;
- match and encourage their growth and development with a progressive programme of basic skills and concepts;
- encourage children's observation of and responses to the visual element of their environment;
- introduce children to a wide range of expressive media, materials, skills and techniques;
- develop children's abilities to make informed critical judgements and to help them to evaluate their own work and that of others;
- teach children to value the contribution made to their world by artists, designers and craft workers of many cultures;
- develop children's ability to respond sensitively and intelligently to these contributions looking at specific works of art;
- encourage the skills which are developed to be applied across the curriculum.

The teaching of Art is divided into two main targets covering separate areas of study. These attainment targets are as follows:

INVESTIGATING AND MAKING

In the primary school these skills are to:

- (a) represent ideas and feelings in visual form what children observe, remember and imagine.
- (b) select from a range of collected items and use them to develop an idea or theme for their work.
- (c) work practically and imaginatively with a variety of materials and methods appropriate to their experience and knowledge.
- (d) evaluate and modify their work accordingly.

KNOWLEDGE AND UNDERSTANDING

All pupils should be able to:

- (a) identify different kinds of art and their purposes.
- (b) begin to identify some of the ways in which art has changed, distinguishing between work from different periods, cultures and traditions and showing some knowledge of the related historical background.
- (c) begin to make imaginative use in their own work of a developing knowledge of the work of other artists.

PROCESS OF TEACHING

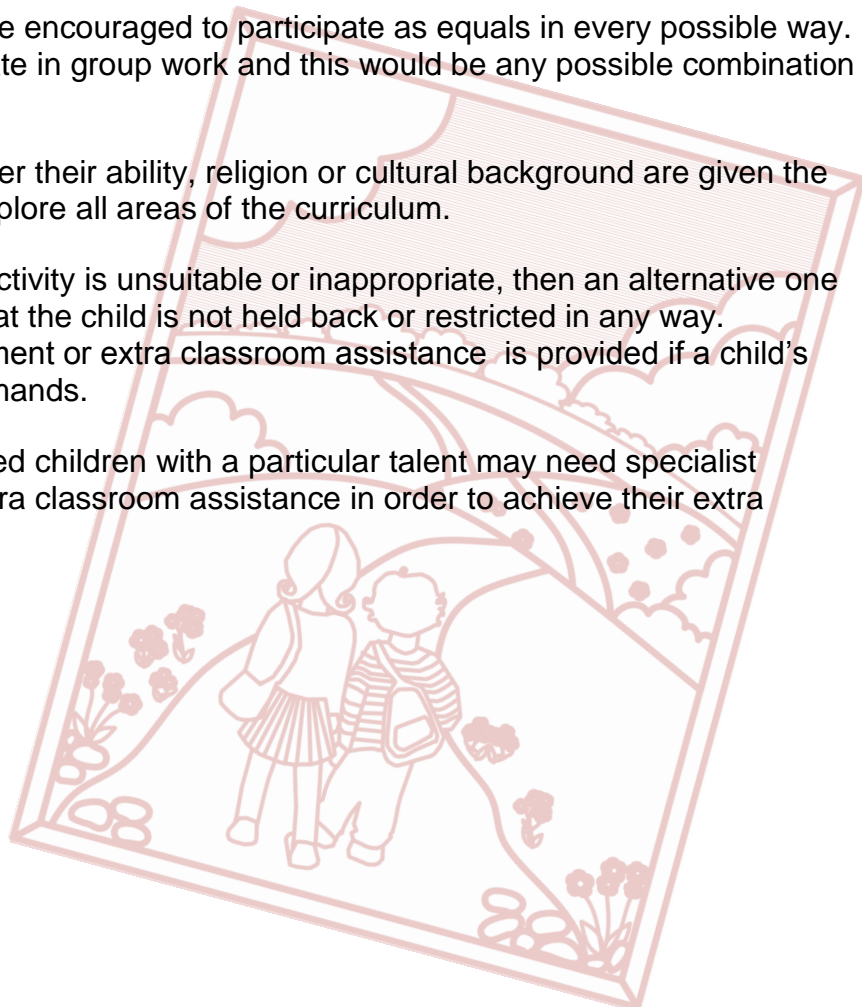
The process by which Art is taught varies from teacher to teacher but includes the following:

- Teaching styles are varied in order to suit children's individual abilities and personalities. These are developed as individual work as well as collaborative work in groups or on a whole class basis.
 - Observation/recording skills are continuously developed and expanded.
 - Art work includes investigation of visual and tactile qualities such as line, colour, tone, texture, space, pattern, contrasts and composition. (The teaching of specialist vocabulary is incorporated as much as possible while the work progresses and in direct discussion with the children).
- (See [Appendix A](#) - Elements of Art - a basic vocabulary)
- There is a balance between teacher-led formal lessons (demonstrations & structured skill-learning work) and more open-ended investigational and creative sessions.
 - Practical skills in Art are taught in a clear progression.

- Regularly and when appropriate children are given the chance to choose for themselves the dimension, media, materials and content of their work (having been given previous experience to enable them to make these decisions).
- When Art is being used to illustrate topic work care is taken to use a variety of skills and media.
- Where possible Art takes place in different environments, using school grounds or field trips in order to widen their experience.
- Children evaluate their own work and that of others, at the same time recognising possible modifications whether suggested by the teacher or by their own judgements.
- Regular opportunities are given to all children to develop their I.T. skills using relevant graphics software and to access works of art from software and from the internet. Increasingly, there are opportunities for exploration of mixed digital media.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

- All pupils work within the full range of activities set up by the class teacher and as contained in the programmes of study.
- Boys and girls are encouraged to participate as equals in every possible way. They all participate in group work and this would be any possible combination of boys and girls.
- All pupils whatever their ability, religion or cultural background are given the opportunity to explore all areas of the curriculum.
- If, however, an activity is unsuitable or inappropriate, then an alternative one is provided so that the child is not held back or restricted in any way. Specialist equipment or extra classroom assistance is provided if a child's special need demands.
- More or very abled children with a particular talent may need specialist equipment or extra classroom assistance in order to achieve their extra potential.



PLANNING

Planning is used to:

- set clear achievable goals
- ensure that work is matched to children's abilities, experience and interests
- ensure progression and continuity
- provide criteria for assessment and evaluation of teaching and learning

Planning takes into account that part of the Scheme of Work pertaining to the relevant age group.

CROSS CURRICULAR LINKS

- Although Art techniques and skills are best taught in specific lessons, Art has a valuable contribution to make across the whole curriculum.

MULTI CULTURAL EDUCATION

- Art can offer an excellent starting point for multicultural studies - particularly since Art has always been a vital medium through which the customs, values and beliefs of people throughout the world were expressed.
- Art can enable children to understand and respect the creative products of other peoples and cultures as well as valuing their own.
- Art often plays an important part in religious festivals and celebrations. In schools, art and drama can be a means of illustrating, or bringing to life, religious myth and ritual. (e.g. the colourful stories from Hindu mythology or the Christian drama of the birth of Jesus).
- It is important to remember certain colours, images or icons can be offensive to people of certain faiths (e.g. no representations of God or Mohammed are permitted in the Islamic faith).

ASSESSMENT AND REPORTING

- Individual pupils are required to be assessed in Art at the end of each key stage.
- Class teachers use the end of Key Stage Descriptions to assess progress and achievement.

Assessment opportunities should be included in planning to ensure that:

- (a) Children are acquiring the knowledge and understanding for any given attainment target and programme of study
- (b) Those with an interest (notably parents and teachers) are informed about an individual pupil's progress

- Records of Art in the form of photographs and samples are kept by the Art Coordinator.
- Reports on the work carried out by the children and their progress are made available bi-annually to parents.
- Guidelines on the above will be found in “Expectations in Art. KS1 and 2. SCAA 1997” which is kept by the Art Coordinator.

HEALTH AND SAFETY

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 in relevant classrooms.

Damaged equipment is checked by the coordinator and replaced as necessary.

***PLEASE NOTE**

As long as those items which are specifically ascribed to each year group are covered within that year group, children can also use the skills/techniques/artists ascribed to other year groups.

Also children often do something differently with another teacher. It cannot be detrimental to repeat previous experience - as long as this previous experience is recognised and used as a base on which to build progression.



APPENDIX A

ELEMENTS OF ART – A BASIC VOCABULARY

- Line:** The basic element of drawing; the means of describing shape by outline; the means by which 3-D forms can be represented on a 2-D surface.
- Shape:** Usually 'shape' (in art) means something flat and 2-D. A distinct area with definite boundaries (geometric, non-geometric, simple, complex, etc...)
- Form:** 3-D equivalent of shape. Usually reserved for such things as pottery, sculpture etc..
- Texture:** It can mean the actual surface qualities of things or can be the collections of brush marks (or pencil, pen, etc.) by which artists produce illusions of texture in drawings, paintings, designs etc,
- Colour:** It has a very direct effect on the senses and emotions. Young children are strongly attracted to its appeal and should be encouraged to experiment with colour mixing.
- Different colours tend to evoke different moods. Colour relationships are important - a colour can be influenced by adjacent colours.
- Primary colour - a hue that cannot be mixed (red, blue, yellow).
- Secondary colour - result of mixing two primary colours (green, orange, purple)
- Complementary/Contrasting Colours - the most stridently opposed hues.
- Colours can be modified and changed by the addition of varying qualities of other colours. They can be lightened (use of white) or darkened (use of black). Some artists have excluded black from their palettes to keep their colours more brilliant.
- Tone:** Refers to degrees of lightness or darkness.
- It is important for children to begin to understand the difference between colour contrast (contrast of hue) and tonal contrast (contrast of light/dark) if muddle and disappointment are to be avoided.
- Space:** Just as silence or stillness are important in music or drama, so space or interval may be important in both 2-D and 3-D Art.
- Pattern:** It can be used in a strict sense to mean the repetition of shapes according to some kind of definite rule or in a looser sense e.g. 'a pattern of trees or buildings' meaning a group of shapes with roughly similar characteristics.
- Contrast:** Contrasts are essential in art, whether of colours, shape, size, texture, tone or whatever.
- Composition:** Refers to consideration of arrangement and balance; symmetry and asymmetry, balance of shapes, tones, colours, solid and void and so on. Composition is concerned with the relationships and overall form of a work of art.

Policy	<i>Art Policy</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	<i>2015</i>