

DHEKELIA PRIMARY SCHOOL

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Art Policy

RATIONALE:

The study of Art encourages children's aesthetic awareness of their environment and the acquisition of skills, which will help them to express their awareness in a variety of media.

Through the development of skills associated with art, children can develop socially, spiritually and intellectually.

Aims

At Dhekelia Primary school, we aim to:

- provide children with the skills, concepts and knowledge to enable them to express their responses to ideas, feelings and experiences in a visual and tactile form;
- encourage the development of imagination, original ideas and personal expression;
- develop children's aesthetic awareness and critical faculties in regard to their own and others' work;
- develop an appreciation of the work of artists, craftswomen and craftsmen and designers from their own and other cultures.

Curriculum

The teaching of art is planned as a skill based approach which is taught across a cross-curricular immersive programme of study.

Teaching and Learning

In KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In KS2 Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

The key skills which should be taught are:

- **Drawing**-(Line ,tone, texture, shading, use of pastel, chalk, charcoal)
- **Painting**- (mixing colours, painting with thick and thin colours, tinting with light/dark colours, painting in the style of an artist)
- **Printing**-(body prints, string, rope, tile prints, cardboard relief, printing on fabric/paper)
- **Collage**-(folding, cutting, twisting, curling, coiling paper, using found materials, abstract)
- **Textiles**-(mark making on fabric, pattern, colour, batik, weaving, patchwork, hangings)
- **Sculpture**-(junk modelling, 3D structures with art straws/newspaper/clay/modroc)

The planning at Dhekelia Primary School Aims to provide an appropriate balance of each aspect.

Art first and foremost has a role to play as a subject in its own right. The elements of visual language (line, tone, shape, colour, texture, composition, pattern, scale, perspective, 2D and 3D work), should be taught in a discrete way and systematically addressed at each Key Stage.

Where appropriate, Art should be taught as an integral part of the curriculum and can be used as a vehicle in order to teach other areas to be decided by “pupil voice,” taking into account own and other cultures.

Assessment, Recording and Reporting

We need to monitor continuity and progression in pupil’s achievements in Art and evaluate their curriculum experiences, so that future learning is appropriate and suitably challenging. Assessment indicators will be through children talking about and demonstrating their knowledge and understanding of Art, expressing their feelings, reactions and responses; and listening to others’ views sympathetically. Pupils should learn to value the work of others. They need to use this understanding to develop their own work. Teachers

should identify the programmes of study and schemes of work covered by each child, to assist in the planning of future work. A summative curriculum statement should be made at the end of each year or at the point of transfer.

Sketchbooks

Children in KS1 and KS2 use sketchbooks to show the progression of skills covered, development within art and to celebrate the children's achievements. The sketchbook is used as an initial way of recording responses to various stimuli. The most common form of this is through drawings. However, the sketchbook is not the place for a final polished piece of work. The children are encouraged to think of it as the place to practice, develop and focus their work.

At DPS we aim that through consistent use of a sketchbook:

- To provide a record of our children's' learning in art;
- To make our children more independent and confident artists;

Monitoring, Evaluation and Review

Planning and resources for Art Education will be monitored by the co-ordinator for Art. This is identified annually in the Art co-ordinator's development plan. Standards of attainment will also be monitored by the co-ordinator. Classroom observation and annual work sampling/sketch book trawls will enable the co-ordinator to reach decisions about standards achieved throughout the school.

Equal Opportunities

All children in the school will take part in art lessons. Children with Special Educational needs are given full access to the art curriculum and at the point of short term planning, work is differentiated appropriately. Boys and girls will have the same opportunities to use all materials and tools required to complete a task. Children should have an awareness and understanding of art from a wide range of cultures, and an appreciation of the equal value of art from cultures throughout the world.

Resources

Resources are located in clearly labelled baskets stored in the Art room. They contain equipment for a wide range of techniques e.g. batik, block printing, marbling, modroc etc

A comprehensive range of reference books and prints is also available.

Each classroom has a selection of basic equipment appropriate to that age range.

Health and Safety

All children must be taught to use equipment carefully and safely.

Equipment must be checked by teachers and any found to be defective must be withdrawn and the Art Co-ordinator notified.

Children must be given sufficient space in which to work. Any spillages must be cleared up immediately and steps taken to prevent anyone slipping.

Glue guns, Batik pots and irons will only be used with adult supervision after a risk assessment has been carried out. Safety glasses and protective gloves must be worn. All equipment must be used with the correct stands and replaced after use.

Craft knives may only be used by Year 5/6 children under close adult supervision, using self-sealing cutting mats. The children should be taught to cut away from themselves, in an uncluttered workspace. When cutting a straight line, a metal safety rule must be used.

Foundation stage and Key Stage One children use round-ended scissors. Children in KS2 may require the use of sharp-ended scissors. Left handed and ambidextrous scissors are available. All children are instructed in the safe use of scissors.

Facemasks should be used when spraying spray paint and a risk assessment completed prior to use.

INCLUSION

Throughout the teaching of Art all pupils will be provided with relevant and appropriately challenging work. Pupils will be given the opportunity to experience success in learning and to achieve as high a standard as possible. Knowledge, skills and understanding will be taught in ways that suit pupil's abilities, with appropriate levels of differentiation. Teachers will set high expectations, provide opportunities for all pupils to achieve, and use teaching approaches that allow for all pupils to take part in lessons fully and effectively.