

Christ Church CE School
Art Policy
Summer 2014



Christ Church
CE Primary School
Regents Park
NW1 4BD

Christ Church C of E Primary School
Art Policy

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Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

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Date of policy: Summer 2014

Review date: Summer 2016

Introduction

At Christ Church School we value art because:

- Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose.
- It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

This policy is a statement of the aims, principles and teaching strategies for the teaching and learning of art at Christ Church Primary School. The policy needs to be read in conjunction with the National Curriculum, QCA and scheme of work.

Rationale and Equal Opportunities

Our purposes in developing a written policy for art are:

- To raise the standards of teaching and learning of art throughout the school.
- To enable us to have a unified and consistent approach to the teaching of art throughout the school.
- To help teachers in planning and implementing activities for the children appropriate to their stage of development throughout the school.
- To provide a framework for monitoring, evaluating and targeting children's progress in art and for developing, reviewing and revising our work as a staff.

Aims and Objectives for the Teaching and Learning of Art

The aims of teaching art are:

- To enable children to record from first hand experience and from imagination and to select their own ideas to use in their work.
- To encourage and develop independent thought.
- To develop creativity and imagination through a range of activities.
- To improve the children's ability to control materials, tools and techniques.
- To increase their critical awareness of the roles and purposes of art in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To foster enjoyment and appreciation of the visual arts and a knowledge of artist, craftspeople and designers.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in art lessons, in line with the scheme of work.

- Focus of lesson content changes half termly according to the scheme (painting, collage, sculpture, drawing, textiles, printing)
- Lessons are taught in the weekly sessions across key stage 1 and key stage 2 and daily across EYFS.
- In EYFS we relate the creative development to the objectives set out in 'Development Matters.' The range of experience encourages children to make connections between several areas of learning.

Our principle aim is to develop children's knowledge, skills and understanding in art. We ensure that the act of investigating and making includes exploring and developing ideas, and evaluating and developing work. Teachers model processes and techniques, and encourage children to evaluate their own ideas and methods and to express their own opinions.

We make links with ICT where appropriate, including use of the IWB and using computer programs to develop artistic ideas. The internet is an invaluable resource for artist's work. All the major museums and galleries have websites which include a variety of work by different artists.

Differentiation

We recognise that our children have different abilities and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that can have open ended responses.
- Setting tasks of increasing challenge and expression.
- Grouping children when and where necessary.
- Using additional adult support where necessary.
- Providing a range of activities to enable the use of a variety of resources.

Resources

Resources are located in individual classrooms and centrally in the art stock cupboard. Class teachers are responsible for requesting additional resources.

- Early years and KS1 - all classes are resourced with equipment necessary for the creative and expressive focus of this key stage which can often occur outside the specific art lesson. These classes have paint, brushes, glue, spatulas and sugar paper. Further materials for lessons can be found in the central topic boxes
- KS2 - All classes have brushes, pastels, glue, sugar paper and selection of paints. Further materials can be found in the topic boxes
- Specific materials can be requested and ordered in consultation with the subject leader.

Planning

In EYFS Art is incorporated into the area of learning entitled Expressive Arts and Design. This runs along side music, dance, role-play and imaginative play. In Key Stage 1 and 2 Art is based on the NC programmes of study; alongside the school's own scheme of work. This ensures that complete coverage is achieved and that, within a given year, a balance is maintained. In addition, there will be a balance between the acquisition of knowledge and understanding and the development of investigational skills. The organisation of content in the scheme of work will allow all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved.

In some cases, units of Art work will be linked with other National Curriculum subjects thus allowing a cross-curricular approach that combines complimentary knowledge and skills.

Class planning is made up of:

- Long term planning - this maps out topics covered in each half term according to the scheme of work.
- Medium term planning - this gives details of each topic for the half term, in reference to the long term map. It provides a break down of the learning intentions that ensure continuity and progression.
- Short term planning - this gives detailed learning intentions and activities for each weekly session.

Assessment, Recording and Reporting

We assess the children's work in art through careful observation during each lesson. Teachers record the progress made by the children against the learning intentions for that particular lesson. We keep samples of children's work in "profile books" (one sample per child per year) so as to monitor development and progression. Children's progress and achievements in art are reported annually at the end of year parent's/carers meeting and in reports.

Links with other policies

Art can contribute to and enhance many other curriculum areas such as D and T, English, Maths, ICT, PSHE and RE. It has links with the display policy.

Responsibilities

The responsibility for drawing up the policy is the art co-ordinator in consultation with whole staff.

Monitoring and Reviewing

The Headteacher, Deputy Headteacher and art-co-ordinator will monitor the effectiveness of the policy.