



Rodbourne Cheney School Art Policy

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Overview

At Rodbourne Cheney 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 and making a positive impact.
- 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, 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 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 are related to the termly enquiry question and to the abilities and experience of both teachers and pupils.

Our teaching at all levels shall include opportunities for:

- The teacher to draw attention to good examples of individual performance models for the other children.
- Discussion techniques between pupil and teacher or pupil and pupil.
- Consolidation and practice of fundamental skills.
- Use of ICT and outside visits.
- First-hand experience.
- Investigative work.
- Classwork, group work and 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.
- Opportunities for parents and the wider community to take part in special events.
- Celebration of the children's achievements.

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. After school enrichment opportunities are available through after school clubs for early years, key stages 1 and 2.

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. All children will use their sketch books from year 3 to year 6 which will demonstrate their development in sketching. Other artwork will be displayed, observed and returned to the child at an appropriate time. Photographs of artwork will be kept by the co-ordinator. Sketch books will be collected yearly to assess the progress of each child.

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.
- Keep up-to-date by attending courses and feedback sessions organised by senior leadership team, Cluster groups and other colleagues.
- Provide guidance and support in implementing the national curriculum and schemes of work
- Carry out work scrutinies, learning walks and pupil conferencing.
- 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 Head teacher of action required (e.g. resources, standards etc.)
- Encourage ways of involving parents in their children's learning and organise parent and community events.
- Provide support for all who teach art and so improve the quality and continuity of art teaching and learning throughout the school

Resources

Each class has a range of basic resources but more specialised equipment are stored in the art cupboard. Each ks2 child has a sketch book.

Scheme of Work

Art will either be taught as a discrete subject or linked to other National Curriculum Activities. Schemes of work will follow our quality text based curriculum.

The Foundation Stage and early years

We encourage creative work in the reception class and Nursery 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, and the Characteristics of effective learning 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. The activities that they take part in are imaginative and enjoyable as well as enriching.