

ART POLICY



**St. Mary's Primary
and Nursery School, Bellaghy**

Art and Design Curriculum Policy

This Policy reflects our school's values and philosophy in relation to the teaching and learning of Art. It provides a framework, which teaching staff can use when planning, teaching and assessing their Art programmes.

Why do we teach Art?

We are concerned with the development of the whole child, academically, socially and physically. Art is intrinsic to every child's development. The development of art and craft skills will provide satisfaction and achievement for the child. The child's world is full of art, and through their experiences they will appreciate their role in this creative world.

Art and Design plays an important part in the whole curriculum. The skills, which are developed and applied across the Primary curriculum e.g spatial awareness in Numeracy, communication skills in Literacy using appropriate and specialized vocabulary, expressing emotions and developing social skills through PDMU, observation and interpretation of the child's environment through the World Around Us. Art and Design is an invaluable way to develop a child's self-esteem, self-confidence, self-discipline, collaborative skills and their individual creative potential.

What are our aims in teaching Art?

'Children should experience a range of enjoyable and challenging arts activities. They should have opportunities to think and respond creatively in a variety of contexts. Activities offered should be relevant to children's interest and experiences. Knowledge, skills and understanding should be developed through a broad and balanced range of experiences and, where possible, connections should be made across the strands and to other Areas of Learning.'

The Northern Ireland Curriculum: Primary (2007, Page 70)

Through the teaching of Art we aim to:

- Provide pupils with the skills, concepts and knowledge necessary for them to express their ideas feelings and experiences in a visual and tactile form (Communication).
- Develop the pupil's creative and technical skills so that ideas can be realised and artefacts produced.
- Stimulate the pupil's imagination, original thought and personal expression.
- Enable pupils to become visually literate by understanding Art as a visual and tactile communication.
- Enable pupils to develop their ability to appreciate and evaluate images and artefacts (WAU).
- Develop pupils' aesthetic awareness and help them to make informed critical responses about their work and that of others.
- Encourage children to value the contribution made to their world by artists, craft workers and designers from many cultures (WAU).
- Help children develop socially through collaborative working, and be able to communicate their ideas (TSPC).
- Provide equal opportunities for all pupils to reach their full potential - aesthetically, emotionally and socially (PDMU).
- To provide opportunities for them to develop important skills for life such as patience, perseverance, completion of work, problem solving etc.

How do pupils learn Art in our school?

There are six different areas which pupils will have an opportunity to experience:



These are based on the guidelines set out in The Northern Ireland Curriculum: Primary (2007). The aims of teaching Art in our school are derived from these and from the statutory documents i.e. Northern Ireland Curriculum: Programmes of Study, Attainment Target level descriptions and the Progression Matrix.

Teachers have also decided on stages of learning in Art at each year group, and though these are not definitive to the year group, they provide a benchmark for teachers in Planning, Teaching and Assessing pupils.

The Art Curriculum is organised into topics at Key Stage 1 and units at Key Stage 2. There are opportunities to learn about Art through discrete Art experiences e.g. Monet's use of colour; and as a cross-curricular theme e.g. drawing eyes in detail during a science lesson and later studying Michelangelo's facial sketches.

The Scheme of Work suggests learning activities, which are sequenced to ensure progression. Teachers plan tasks around the Scheme of Work, offering a range of experiences: teacher prepared materials, practical tasks for pupils, educational visits, art packs, television programmes, information technology and homework.

Children will also have opportunities to talk about their own work and to evaluate and respond to the work of other artists and craftspeople.

They will also develop their I.C.T skills through graphic software programs available in our school computer unit, and in individual classrooms; and with photography and video cameras.

Planning the Art Curriculum

Planning is the responsibility of the Class Teacher together with the help from the Art Co-ordinator. Planning is used to:

- Set clear achievable goals
- Match work to pupil's abilities, experience and interests
- Provide progression, continuity and coverage throughout the school
- Provide criteria for assessment and evaluation of teaching and learning

When planning the work, Teachers will be aware of the above and also the resources and class groupings they wish to use. They will set differentiation of work through a) task and b) outcome.

Teacher's written curriculum plans will be monitored by the Art Co-ordinator, who will provide support where necessary. The format for the plans will be specific to Art and be based around the Scheme of Work. They may also be planned within topic based work (KS2) and in Activity Based Learning (Foundation, KS1)

Our teaching at all levels shall include opportunities for:

- Teacher exposition
- Discussion techniques (pupil/ pupil and teacher/pupil)
- Appropriate practical work
- Use of ICT, museum resources and outside visits
- First-hand experience
- Investigation work
- Recording and observation through sketching, painting, printing,

- collage, textiles and three-dimensional work.
- Working with artists, craftspeople

There will also be opportunities to:

- Collaborate on creative projects with post-primary schools.
- Enter local and regional Art and Craft competitions e.g. Feisannas, Credit Union, Building the Mac, Texaco Young Artist

Long term plans (year) Medium term plans (termly) and Short term plans are written by the class teacher. Progression in art skills is used as a baseline for teachers to plan their year's art curriculum.

Role of the Art Co-ordinator

The Art Co-ordinator is responsible for the development and monitoring of the Art Curriculum. She will plan work with teachers and review and contribute to their planning. She is responsible for updating the School's Art Policy and Scheme of Work.

She assists staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice; supporting staff in the classroom; helping with the ordering of art resources and co-ordinating staff requests for resources. She will also keep up to date with new developments in the Teaching and Learning for Art Education.

In monitoring and evaluating, the Art Co-ordinator will review teachers' plans and observe classroom practice and children's work and experiences.

Resources

Each teacher orders resources for their own class, and is thus responsible for them. The Art Co-ordinator helps the Class Teacher order materials and equipment for their class on request, especially if a different theme is being explored. In each class, the children tidy up their own equipment as far as possible. Paper cutters and laminators are available at a central source. The Play Resource Centre in Belfast is an important resource for bulk amounts of

card, ideas etc. Our school's new Outdoor Playground offers opportunities to draw/sketch on blackboards.

More detailed resource allocation is available in the Long Term Plans for each class.

Health and Safety

Children will be shown the correct way to use equipment and materials from their earliest experiences within art activities e.g. carrying scissors correctly, not to eat paint - to the use of more specialized equipment e.g. glue guns, needles. Teachers will carry out an assessment of lessons to ensure the appropriate use of materials for the particular age group they are teaching.

Equal Opportunities

All children have access to the same Art activities regardless of their gender. Although some Art and Craft activities have traditionally been preferred by one sex, we do not assume such stereotypes, therefore *all* children will be involved in *all* Art and Craft activities

Special Educational Needs

Teachers will differentiate their activities to cater for Additional Needs in their lessons, either by outcome or task. The children may have cognitive limitations, emotional and behavioural problems and/or physical difficulties. The importance will be to concentrate on the pupils' abilities and to improve their skills, self-esteem and concentration.

Pupils of low ability will need constant reassurance and patience to improve their confidence.

Time Allocation

Every teacher tries to spend at least one session of 1 hour per week on discrete Art activities. In the Foundation Stage and Key Stage 1, Art is also taught during Activity Based Learning.

Classroom Organisation and Teaching Style

Children are taught as a class, within a group and individually, according to the learning activity. A variety of teaching styles are used depending on the lesson. Because Art is a multi-sensory experience, attention to learning styles of the children i.e. visual, auditory, and kinaesthetic, is intrinsic to the activity. Teachers will be aware of Learning Intentions and Success Criteria when teaching art, just like in any other subject within the Revised Curriculum.

Display

Children's work will be displayed for different purposes e.g. to provide a visually stimulating environment. Teachers will display the children's works of art (e.g. paintings, drawings) and 3D work (e.g. pottery, papier mache), reproductions of paintings from different cultures, photographs, books, posters, original works of art i.e. parents, teachers and work from secondary schools, and natural and man-made objects. The children learn everything from the world around them, therefore displaying work is very important as a teaching aid. Children will also be present when some work is being displayed and will be involved in the display of their own work.

A gallery of recent display work is available to view on our school website.

Information and Computer Technology (ICT) and Art

The power of today's computers, together with extensive drawing, painting and design programmes, means that they are very effective tools for creative work. In our school, we encourage the use of Art programs to experiment freely with colours, shapes, textures and special effects.

From Foundation Stage, children are introduced to using a palette to create images on the computer. They experiment with various effects to create their own images and to adapt imported images. They also use the digital camera to stimulate their work e.g. to take photographs of images/scenes, and to record their art.

Children are also involved in illustrating their work through fonts, clip art and scanned images. They use their problem solving skills to design their work using images and techniques available on the computer. A vast range of art images are available online and are used to stimulate and enhance children's art

appreciation and in developing their own ideas. Each teacher uses programs suitable for their own class.

Examples of programs used: Colour Magic, 2 Create a Story, 2 Publish, ActivPrimary 3.

Cross-Curricular

Art and Design is taught as a discrete subject and through other subjects. It is a powerful teaching and learning tool, from teaching a concept e.g. tessellation, to presenting information e.g. the clothes Victorian's wore. The cross-curricular aspect of Art is important to our teachers and reflects the importance of Art in our curriculum.

The Revised Curriculum emphasizes the importance of the connectivity of a child's education and Art is an ideal tool to link concepts/skills.

Assessment for Learning

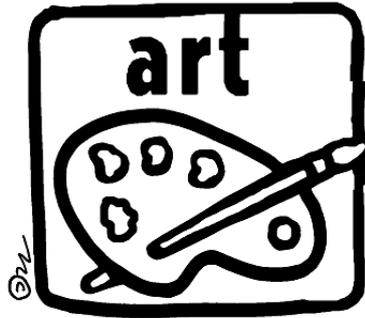
Assessment is an integral part of the learning process as it encourages the children to be active in their own learning (sharing of Learning intentions and skills to be developed). It provides the opportunity for children to receive effective feedback which will impact on their learning (Success Criteria, target/goal setting) and how they can improve. It also helps to inform the teacher for future planning. Teachers are clear about the Learning Intention and Success Criteria during their art lesson e.g. To explore lines on an object (LI) Draw using charcoal, pencils and crayon the lines on a shell/camera/ face (SC).

A range of assessment techniques are used by our Teachers to assess e.g. observation, class discussion, oral, written, visual presentations and independent and/or group tasks, project work and homework.

Evidence from these can be used to inform planning, and strengths and areas for improvement in Teaching and Learning.

Summative judgements will be made at the end of units of work, the term and at the end of each year.

In our school Scheme of Work we have used the **Level Descriptors in Art and Design**, and **Learning Objectives** from the 'Planning for Progress' documents as agreed benchmarks to be used by Teachers as guidelines to skills, and to offer a framework for progression.



Assessment of Art

- We must find a balance between the objective and the subjective.
- We can use our personal judgement with e.g. imagination and use an objective statement about the skill to which a child has drawn his favourite toy.
- We need to be aware of what the children we are teaching are capable of doing so our judgements are better matched.



The following Assessment Model by Rob Barnes (a respected lecturer in Education) provides some ideas on assessment, which can also be used as comments in reports.

1. Process of working

- is inventive, full of ideas
- shows initiative, independence
- shows curiosity and interest when working
- puts in effort
- perseveres with artwork
- is keen, absorbed when working
- works well with others
- responds to visual stimuli, ideas
- is able to overcome difficulties
- can follow instruction when necessary

2. Handling of materials

- Is able to make paint to good consistency

- Can use a variety of drawing media
- Is able to use scissors well
- Understands nature of media e.g. plasticine, clay
- Can organize workspace for media

3. Use of media

- Mix colours to produce shades
- Discriminates when choosing colours
- Shows skill in mixing colours
- Is able to use a paintbrush appropriately to the medium
- Is able to use modelling/3D media
- Can select appropriate media where choice is offered e.g. scary mask chooses dark, broody colours in rough textures from table

4. Critical skills

- Responds enthusiastically to looking at artwork
- Is able to discuss ideas and experiences
- Can point out similarities and differences in things seen
- Is keenly observant of environment
- Notices displays, things brought in
- Is able to use artistic vocabulary, e.g. colour, line, shape, dark, light, texture

5. Stages of development

- The work is at an appropriate stage of development for the age of the child
- The child is able to draw things from more than one viewpoint
- He or she sees links with other areas of learning, e.g. mathematics
- Is able to tackle subjects involving the emotions



Art Policy written in 2005
 Revised 2009
 Revised 2011
 Revised 2014