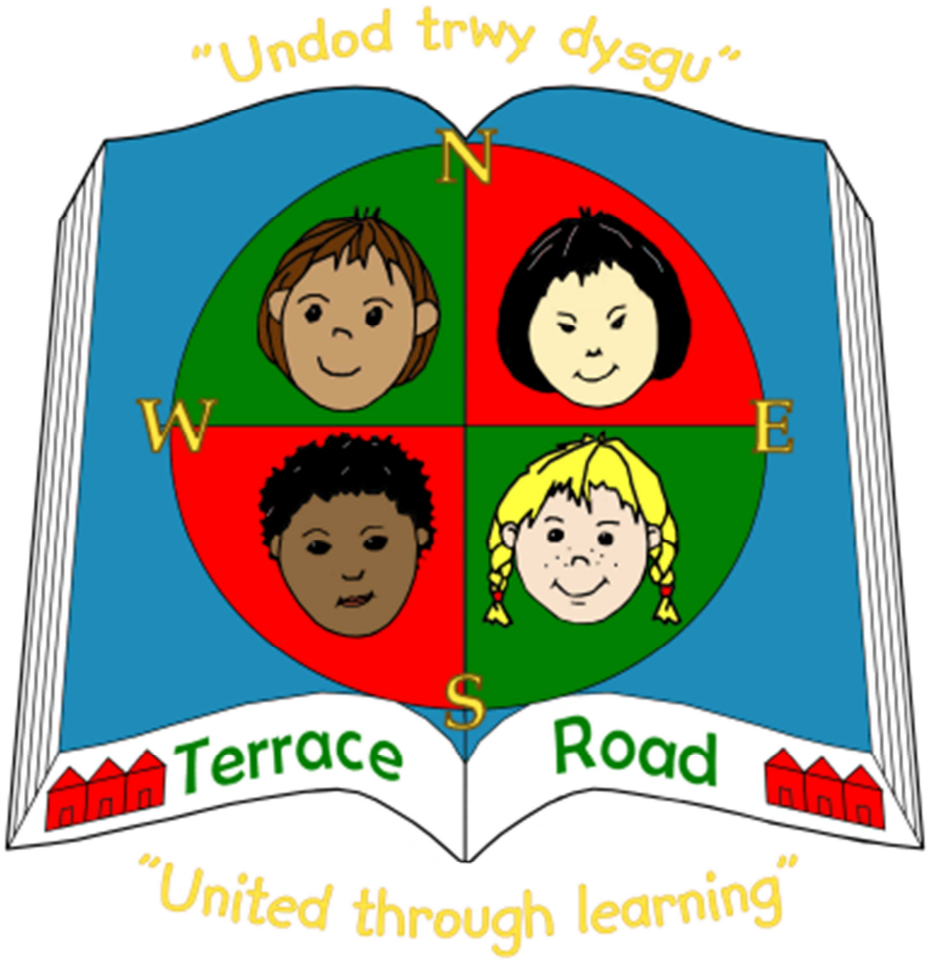
Terrace Road Primary School



Art Policy

TERRACE ROAD PRIMARY SCHOOL

ART POLICY

Introduction

Terrace Road is an inner city school in Swansea. At Terrace Road school children are encouraged to develop Art/Craft through relevant skills which are taught in a meaningful way. We feel the school curriculum provides access for the teaching of Art for all pupils.
Although the school yards and gardens do not offer in depth facilities, the surrounding area and the nearby Rosehill Quarry provides a rich source of study for a variety of Art/Craft/Design work. We attempt to have an annual Art Fair involving the children, local residents and artists. We also continue to strengthen our links with the local art college via the art fair.

School Aims

The whole school policy aims are; to recognise the needs of the individual child whilst working within the parameters of the National Curriculum, to give the children, whenever possible, first hand learning experiences matched to their needs and the topic in hand, to develop critical awareness of the environment to help pupils develop visual communication, aesthetic awareness, sensory perception and critical judgement; and to ensure progression and continuity in the learning process throughout their primary careers.
These aims and objectives are easily realised in our approach to the teaching of art, craft and design in the fostering of creativity and inventiveness in the individual child through an awareness of, and sensitivity to, the world around him/her by giving the opportunity for experiences of working in and with a variety of media in each of the five strands - drawing, painting, printing, textiles, and modelling in a progressive programme of studies from pre KS1 to the end of KS2. Also, by studying the work of leading artists, designers and crafts people and by discussing their own work together, children can quickly see the value of producing art work in the various forms.

Objectives

Schemes of work are developed and produced with progression and continuity in mind, covering all strands of the art curriculum so that pupils will experience working with a variety of media and techniques matched to their abilities at different times during their primary school lives. We also recognise the importance of ensuring that equal opportunities are shared by all pupils in their experiences of art, introducing a fair share of ethnic minority works to study, works by female artists and works from other historical eras. Finally the school policy takes into account the importance of allowing for children's different abilities in the production of work and the children should be encouraged to see themselves as having ideas and values of equal importance to those of recognised "artists" when looking at their own works of art.

Through understanding, making and investigating, pupils:-

- Become visually literate.
- Develop confidence when looking at visual images and artefacts.

- Develop creative and technical skills that can be interpreted and artefacts produced.
- Develop pupils' aesthetic awareness and judgement about art.
- Develop design Capabilities.
- Develop imagination and experimentation.
- Develop pupils' knowledge of the community and surroundings.
- Develop pupils' ability to convey ideas, opinions and feelings about their work and that of others.
- Develop pupils' awareness of cultures other than their own through objects and images of different kinds
- Experience a wide range of activities using a variety of techniques and media.

Organisation

Art is taught through a thematic approach with cross-curricular links, which are both purposeful and meaningful to the children.

Methodology

Pupils are encouraged to learn independently and should experiment and investigate skills, methods and techniques. If art is taught as part as a holistic view of project work then it can be taught by as many different methods as any other subject;

- Children can work as a whole class, group or individually in order to maximise effectiveness
- Aims, objectives, style and method should be continually assessed and reviewed.
- Similarly, discussion of finished pieces of work are of equal importance.
- The school should be part of the child rather than the child part of the school. Careful display reflects the child's ongoing work and interests alongside school themes and topics.

Cross Curricular Links

Art should not be seen and used as an independent subject, rather, be integrated into a holistic view of the individual's project work over each term. Art can be used in all subjects. for storyboarding or illustration in English, in geometry or shape and space work in Maths, for planning and map work in Geography, Observational drawing can lead to the closer study of artefacts in History, including many other examples.

We are beginning to raise awareness of Welsh art and artists in accordance with the Cwricwlwm Cymreig.

Planning and Assessment

Every year, each teacher will record an appropriate comment from his / her assessment of each child. This will be used to inform parents and other teachers of individual progress and used as basis for future planning and review of the scheme of work. Our intention is to build up portfolios of children's work. These will show work from the strands of Art National Curriculum.

Special Educational Needs

Like all other pupils, those with special educational needs can derive benefit from working with a range of materials, media and processes. If there are certain physical difficulties, then it may be necessary to look closely at provisions and alternate methods which give access to the art curriculum to enable individual pupils to progress and demonstrate achievement.

High Achievers

While general checklists can be used to identify more able pupils across the curriculum, it is useful to identify more able pupils against subject-specific criteria. This enables the school to identify those pupils who may have strengths in particular intelligences rather than across the curriculum. The following checklists are useful for teacher observation.

In Art, more able pupils:

- Analyse and interpret their observations and present them creatively
- Draw on existing knowledge, make connections and draw on comparisons with others' work
- Are enthusiastic and interested in the visual world
- Enjoy experimenting with materials, able to go beyond the conventional
- Can sustain concentration, constantly refining ideas
- Have confidence using a wide range of skills and techniques

Key skills

Foundation Phase

Developing thinking
Children develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting** which helps them acquire deeper understanding and enables them to explore and make sense of their world. These processes enable children to think creatively and critically, to plan their work, carry out tasks, analyse and evaluate their findings and to reflect on their learning, making links within and outside the setting/school. The three processes should be interchangeable.

Developing communication
Children develop their communication skills across the curriculum through the skills of oracy, reading writing and wider communication. Communication is taken to mean all forms of communication, including the expression of ideas and emotions through art.

Developing ICT
Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them **(i) finding and developing information and ideas,**(ii)**creating and presenting information and ideas.**

Developing number
Children develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings.** Learners apply

Key Stage 2
Developing thinking
Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting.**
In **art and design** learners explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ideas, and take advantage of the unexpected.
Developing communication
Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing and wider communication.**
In art and design learners develop wider communication skills to express their ideas and emotions. They inform their own work by responding to the work of others.
Developing ICT
Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.
In art and design, learners apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They select appropriate software and equipment as an aid to designing and making. They regard ICT as a medium in its own right or as part of a multimedia outcome, integrated with other materials and processes.
Developing number
Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings.**
In art and design, learners apply number skills such as measurement, estimates, scale, proportion, pattern and shapes to develop, inform and resource their creative activities**.**

Health and Safety

At all stages of their school career pupils will be taught the health and safety aspects of art work, from not putting crayons into personal orifices at nursery age to the safe usage of lino cutting tools and electrical equipment at KS2. Pupils are taught to treat equipment with respect and the reasons for maintaining a tidy and safe classroom in all areas of school life, but much art equipment merits even more careful usage and handling than everyday school equipment and as such the emphasis on training from an early age cannot be over emphasised.

Role of the Co-ordinator

The duties of the co-ordinator should encompass the following areas:-

Communication
Guidance and support for other members of staff including advice on Inset opportunities. Helping new staff and those lacking in confidence.

Assessment
Monitoring work throughout the school including assessment and recording.

Resources
Monitoring and organising resources.

Developments
Implementation of scheme of work in consultation with the head teacher and staff. Review and develop work in Art/Craft keeping abreast of developments.

Schools
Liaise with feeder schools and outside agencies. Organise school based Inset.
See also generic role of co-ordinator (in co-ordinators file).

Resources
Here is a list of materials and equipment that is appropriate for the various techniques and visual elements of Art referred to in the scheme of work.

List 1 (Classroom Resources)

Nursery / Reception	kitchen paper	large pencils
	large wax crayons	coloured pencils (reception)
	scissors	PVA glue
	Plasticine	playdough (Nursery)
	powder paint	brushes
	glue spreaders	
Years 1 to 6	kitchen paper	
	large pencils and HB pencils	
	wax crayons	
	coloured pencils	
	scissors	
	PVA glue and spreaders	
	powder and ready mix poster paints	
	brushes	
	pastel colour	

List 2 (Resources available from the pottery room.)

Area 1 (Pottery)	brush on glazes	modelling wire
	sieves	funnel
	moulds	handwheel
	clay wire (cutter)	metal dishes

	cloths	rolling pins
	boards	plastic sheeting
	Plaster of Paris	

Area 2 (Paper)	coloured paper and card (variety of sizes and thicknesses) sugar paper (assorted colours) crepe paper (assorted colours) tissue paper (assorted colours) thin acetate sheets mounting paper (assorted colours) card frames water-based printing paints (temporarily kept here) fabric paints (temporarily kept here)

Resources available from Art Co-ordinator	Paint brushes Water colour paints pins / needles, threads HB/B pencils Charcoal / chalk pastels beads, sequins polysterene