



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

ART POLICY

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' Opening Doors To The Future ' ' Agor drysau i'r dyfodol'

Original Completion Date

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MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

OUR PHILOSOPHY OF ART

For young people, art can be seen as an introduction to creative self-expression. Through visual and tactile experiences, pupils are given the opportunity to develop aesthetic awareness. Art can be defined as a visual expression of a feeling or emotion. It is a creative form of self-expression. An important aim in Art education is to encourage the natural abilities that every pupil possesses and the natural desire for experimentation with a wide range of materials.

AIMS

1. To enjoy the subject and study it with confidence and a sense of achievement.
2. To enable all pupils to develop their artistic abilities to the best of their potential.
3. To help children increase language skills and communicate confidently in their Art work and develop aesthetic judgement applied to their own work, the work of others and to the environment.
4. To teach children to look carefully at images and artefacts from past and present times and from a variety of cultures.
5. To develop skills and knowledge of materials so that ideas can be planned, developed and completed successfully and with imagination, using their own personal language of art.
6. To have the ability to articulate and communicate ideas, opinions and feeling about their own work and that of others.
7. To work as individuals and in groups to develop their social skills and self-confidence.
8. To have the ability to apply their information technology capabilities in the study of art.

OBJECTIVES

In Greenfield, our main objective is to organise our teaching in order to provide opportunities for pupils to develop creative skills through a range of activities. Children should develop a variety of techniques and skills in line with the desirable outcomes and National Curriculum. The curriculum should provide pupils with learning experiences of an artistic nature which will enable them to:-

1. Express themselves artistically in various mediums; paint, crayon, chalk, pencil etc.
2. Have tactile experiences with various clays and doughs to create 3D figures and shapes.
3. Visit local craft workers, artists, museums and galleries whenever possible.
4. Work on their own or as members of a group or as a whole class.
5. Make use of craft workers in residence or visiting artists.
6. To create pictures of displays using various materials, paper, card etc.
7. To work with a range of materials, tools and techniques including Information Technology, weaving, printing etc.

The following points also need to be considered and implemented in order that the pupils receive a whole balanced curriculum.

- Have available a large variety of materials whether colour or monochromatic.
- Organise and care for the materials, tools and equipment.
- Mount and display work, 2D and 3D in appropriate ways.
- Have a range of reference materials available in school e.g. prints, books and other illustrative materials.

ART IN THE NATIONAL CURRICULUM

The programme of study for Art as set in the National Curriculum order for Art is divided into three units;

AT1 Understanding

AT2 Making

AT3 Investigating

ESTYN states that areas of learning and experience should not be equated with particular subjects for “pupils may gain specific or mathematical experience for art and aesthetic experience for mathematics” (DES The Curriculum From 5-16/HMSO)

Art enables pupils to give form to their personal response to the world around them and to comment on and record their perceptions. Pupils abilities should be developed through studying the work of other artists and craftsmen, using a range of materials and tools and recording from direct experience, memory and imagination. The school’s Art Scheme of Work shows how this is mapped.

THE ROLE OF THE ART CO-ORDINATOR

1. To discuss with the head teacher the development of Art throughout the school.
2. To assist the head teacher in developing and implementing a school policy of schemes of work, taking into account guidelines laid down by the National Curriculum document and Equals Schemes of Work.
3. To assist with the selection of Art resources.
4. To liaise with colleagues and advise on art development within the school.
5. To catalogue Art books and resources.
6. To monitor and continue to support improvement of pupil progress though a planned cycle of monitoring.

TEACHING STRATEGIES AND PLANNING

It is important that the class teacher identifies the most appropriate teaching strategy to suit the purpose of a particular learning situation. There are a variety of ways in which the teaching may be effective and teachers are encouraged to use their enthusiasm and professional judgement to identify the most sensible, suitable and appropriate methods of the work being conducted. The scheme of work provides suggestions to help in the selection of suitable activities and the most effective approach. Children are encouraged to work as individuals and in groups when appropriate. The children are encouraged to use a variety of means for communicating and recording their work. Good effort in Art work is celebrated in display.

DIFFERENTIATION

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of two ways:-

1. Differentiation by task
2. Differentiation by outcome

NATIONAL LITERACY NUMERACY FRAMEWORK & OTHER SKILLS

Teachers should provide opportunities, where appropriate, for pupils to develop and apply the following common requirements through their study of Art. Pupils will be given the opportunity to develop their skills across the subjects.

Key Skills addressed are:-

Curriculum Cymraeg - Pupils should be given opportunities, where appropriate in their study of art to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Literacy Framework – which focuses on 3 strands Oracy, Reading, Writing - Pupils should be given opportunities, where appropriate, in their study of art to develop and apply the 3 strands

Numeracy Framework which focuses on four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills, using data skills. Pupils should be given opportunities, where appropriate, in their study of art to develop and apply skills in the four strands

Information Technology Skills - Pupils should be given opportunities, where appropriate, in their study of art to develop and apply their IT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence.

Problem-Solving Skills - Pupils should be given opportunities, where appropriate, in their study of art to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

Creative Skills - Pupils will have opportunities throughout their study of art to develop and apply their creative skills, in particular the development and expression of ideas and imagination.

Personal and Social Education - Pupils should be given opportunities, where appropriate, in their study of art to develop and apply the attitudes, values, skills, knowledge and understanding relating to Personal and Social Education. These are highlighted by the class teacher in their class and monitored throughout the topics by the co-ordinator.

INFORMATION TECHNOLOGY

Pupils are given opportunities to develop and apply their information technology capability in their study of Art through the planned use of software and hardware described in the scheme of work.

STAFFING

Art is taught by the class teacher with small group individual guidance provided by support staff. The art co-ordinator is available to provide support and advice through a timetabled programme. On occasions a visiting artist will come into school to work with the children.

RESOURCES

Each classroom has a basic range of materials. Further materials are available from a central resource centre and the Art co-ordinator is responsible for these. Reference books and samples of artists work are available in school.

DISPLAY AND PRESENTATION

Pupils' work is mounted and displayed attractively throughout the school – both in classrooms and corridors. A selection of pupils work is mounted, framed and displayed on the Art board – promoting individual artistic ability from all levels.

ART IN THE WHOLE CURRICULUM

Art will be delivered largely through topic work and the Equals schemes of work. Art will be studied in its own right as a foundation subject of the National Curriculum. However, it is important that we should explore cross curricular links in order that the curriculum may be delivered to pupils as a coherent whole.

EXTRA-CURRICULAR ACTIVITIES

As a school, our pupils are often entered into art competitions within our local community and partnerships that we work with. Success in such competitions is very encouraging for both children and staff.

ASSESSMENT AND EVALUATION

Assessment in Art is achieved through: - Observation – whilst the pupils are working, Discussion – much is learnt about the children's understanding by the way they respond to questions asked about their work. Equals assessment of individuals is used to show progression through the curriculum at an appropriate level.

Staff share ideas and experiences of different techniques used within the Scheme of Work. Any difficulties in the delivery of the Scheme of Work can be discussed with the art co-ordinator.

SAFETY AND CARE

The safe use of equipment is promoted at all times.

EQUAL OPPORTUNITIES

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration when planning lessons, activities and access to the Art Curriculum. Provision should be made to enable to use of switches, IT, Communication aids etc. and the deployment and support given by staff.

SUGGESTED ACTIVITIES

APPRAISING ARTISTS AND THEIR WORK

- Look at a particular artist – discuss style, techniques, colours used, materials used. How does the painting make them feel? What was the artist trying to convey? Look at colours used, line and pattern etc.
- Use viewfinders of different sizes – portrait and landscape – select an area of the artist’s work and reproduce.
- Colour photocopy an example of the artist’s work – cut into sections and give each pupil or small group, a section to reproduce. Put sections of pupils’ work together once completed. Show pupils copy of artist’s work afterwards – compare and identify techniques used by artist and their own work.
- Reproduce example of artist’s work using the same technique, medium and colours.
- Looking at a particular artist’s movement, for example, The Impressionists. Observe selection, make comparisons, differences in technique and mediums used, colours, compositions and so on. Why were they called a ‘movement’? What did they have in common? Were they all from the same place?
- Pupils select one of their favourites and give reasons for their choice. Perhaps they can try to explain how they feel about a painting and why there are some paintings they least like.
- Use of ICT – use the Internet to search for a particular artist or gallery.
- Focus only on the line, pattern and colours within a piece of work, reproduce examples of the line, pattern and colours used, focusing on these features only, not the composition.
- Select a painting and reconstruct it in three-dimensional form or as a collage.

The above are only suggestions, if you have any other ideas then please use them.