

# Hill Top Academy



*'Every child, Every chance, Every day!'*

## Art Policy

**HILL TOP ACADEMY**

**Art Policy**

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**Updated: October 2018**

Agreed by Governors meeting 10/01/2017 to be reviewed 3 yearly

**To be reviewed October 2021**

The Coordinator will undertake, where appropriate, specialist teaching including practical demonstrations for small groups using Power Points etc. This will generally take place throughout the academy.

### **Assessment**

See whole academy Assessment Policy.

### **Record Keeping**

Good examples of art work are kept for standardisation purposes across the key stages. This serves as a record of children's progress.

### **Reporting**

See whole academy reporting policy.

### **Coordinator's Role**

See whole academy policy on Coordinator's role.

### **Resources and Accommodation**

The current specialist materials are stored centrally in the store room. The teacher's resources, replacement materials and shared resources are also stored there.

Children should not enter the room to remove or replace any resources at any time.

General drawing and painting materials etc are held in all classrooms. General disposable art materials are ordered by the school business manager from the art budget as requested by the art coordinator and approved by the Principal.

It is the responsibility of the teachers and the art coordinator to review the use of resources which will be replaced each term, budget permitting. Resources will be purchased by the coordinator and the staff is asked to submit to the art coordinator a list of any resources which they require to be added to the existing stock. The purchase is based on the art budget which the coordinator is allocated from the main academy budget.

Some resources do not need to be purchased specially but can be found within year group or key stage areas. Collections are constantly being built up gradually and appeals are made to parents, when required, for materials, fabrics etc.

### **INSET Provision**

See policy on INSET

### **Equal Opportunities**

See the whole academy policy.

Art will be looked at from different cultures, and male and female artists. The policy will ensure that certain crafts such as sewing and weaving are not seen as tasks for girls only, and working with wood tools for boys only.

Monitoring of the policy for equal opportunity in terms of its operation is ultimately the responsibility of the Principal and the Senior Management, but all staff is responsible for the day-to-day implementation of the art policy in relation to equal opportunities.

### **Special Educational Needs**

See the SEN policy.

The needs of children with special educational needs statements, and those with a greater need for the development of fine motor control skills, will be met within the art policy, schemes of work and whole academy aims. Activities undertaken are matched to each individual's needs.

### **Evaluation**

Evaluation is carried out to enhance teaching and learning of art. This is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for art in order that children make the greatest possible progress. However, detailed evaluation is undertaken by the art coordinator. As with all evaluation the Principal has overall responsibility for this work.

Evaluation focuses on content, children's progress and factors influencing progress including organisation and methods, resources and their accommodation.

The effectiveness of INSET is also evaluated by the staff and if more is required this is made available by the coordinator or outside sources.

Some evaluation is ongoing and occurs through observation and discussion of children's work and that of other people. Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children's work is displayed within the academy.

Long term plans for each year group are kept.

Evaluation is ongoing throughout the academy and discussed and reviewed annually. The art coordinator with the staff considers any necessary changes or adaptations to the policy. These are then discussed and agreed by the whole staff before the policy document is amended. Throughout the year the whole staff is encouraged to feed back any information and ideas to the art coordinator, for example comments on how a particular topic is progressing and the work those children are undertaking availability and sustainability of resources etc.

### **RATIONALE**

Art and design is about developing pupil's creativity and imagination through providing art, craft and design activities that relate to their own identity and experiences. Those experiences help pupils develop knowledge, skills and understanding of materials and processes, the diverse roles and functions of art and design in the locality and the wider world. By providing a range of enjoyable and stimulating learning activities that build upon earlier experiences, pupils will develop their individual potential, which can be utilised now and in the future.

## **Purposes**

Art and design offers opportunities to

- Stimulate pupil's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- Develop pupils understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meaning.
- Explore with pupils ideas and meanings in the work of other artists, crafts people and designers, and help them learn about their different roles and about the functions of art. Craft and design in their own lives and in different times and cultures.
- Help pupils to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

## **Guidelines**

- Opportunities are provided for pupils to develop their skills, knowledge and understanding through early learning goals for art and design in the foundation stage.
- Opportunities are provided for pupils to improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, think and feel.
- Opportunities are provided for pupils to develop language skills by exploring ideas, asking and answering questions, extracting information from a variety of sources and evaluating their work and the work of others.
- Opportunities are provided for pupils to consider their values and attitudes and relate these to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms.
- Pupils are taught the correct and safe way to use appropriate tools and materials.
- The National Curriculum, Foundation Curriculum, Early Learning Goals are used to plan appropriate work for each year group to ensure continuity and progression.
- Opportunity is given to pupils to work individually, cooperatively and collaboratively in two and three dimensions and on different scales and to offer constructive feedback and praise.

## **Curriculum and Academy Organisation**

In order to achieve these aims art is organised into a combination of units and topics as laid out in the National Curriculum programme of study. There will be opportunities for single subject study and integration into topic work. Art must not be undervalued and seen simply as a time-filler or to cover walls of the classroom. Planning on a weekly basis takes account of art work to be taught.

When planning and developing activities for a unit of art, four major components are considered:

- Subject matter
- Media
- Key elements of art
- Experience to be given

An overview of curriculum topics covered where learning activities are sequenced is being used and developed further to incorporate topics.

Within the scheme of work, learning activities are sequenced to ensure continuity and progression. They are taught through a combination of direct teaching, providing children with real experience, use of teacher prepared materials, other artists work, educational visits and other resources such as information technology.

Art is taught by all class teachers and has a coordinator with responsibility for developing the subject. The coordinator receives any information and resources which arrive in academy.

The scheme of work (skills) is allocated to both key stages and timetabled so that the programmes of study in a particular key stage are covered fully during the year, through a rolling programme of work.

### **Time allocation**

The time allocated to the teaching of art is based on recommendations set down in the Dearing Report, and National Curriculum Guidance.

It is expected that all the relevant attainment targets and programmes of study are covered at the end of each key stage.

The use of an integrated approach to topic work at key stage 1 makes it difficult to allocate time precisely on a weekly or even termly basis. However, sufficient time is allocated to ensure appropriate levels of confidence and competence are developed. Children are given the opportunity for exploration and experimentation and instruction in handling tools and materials.

At Hill Top Academy we believe art can be an ongoing part of classroom activities at key stage 1 and key stage 2 art is time-tabled and children work at a set time on a variety of activities. However, the organisation of art may differ between each year group and each key stage, and the amount of time allocated to art in any one week can vary for a particular class.

### **Planning**

See coordinators file for examples of individual year group plans.

### **Classroom Organisation and Teaching Style**

Class teachers are responsible for their own class organisation and teaching style in relation to art. While at the same time ensuring these complement and reflect the overall aims and philosophy of the academy.

In classes children are taught in a variety of ways:

- Individually

- In groups – groups may be organised by ability (mixed or similar) age, friendship, or other criteria. Group work is organised so as to provide cooperation and effective learning and understanding
- As a class – where introductions and discussions are appropriate.

Art is linked to other curriculum areas and cross-curricular links are identified in the scheme of work.

Agreed by Governors to be reviewed 3 yearly on 10/01/2017

Academy /Principal names updated December 2017

Signed by Chair of Governors:



Signed by Principal:



Dated: 09/10/2018