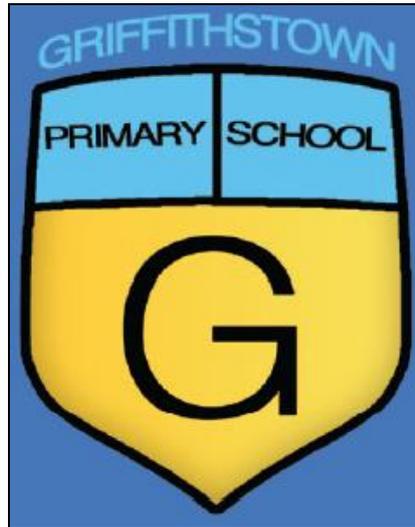


GRIFFITHSTOWN PRIMARY SCHOOL



Title	Art Policy
Date	Summer 2015
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INSPIRE CHALLENGE ACHIEVE

Art Policy

What is Art and Design across the primary school?

During the Foundation Phase, children should be continually developing their imagination and creativity. In the Foundation Phase their natural curiosity and disposition to learn should be stimulated by engaging in creative, imaginative and expressive activities where they can explore a wide range of stimuli.

In Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They achieve this through integrated engagement with the work of artist craft workers and designers, creative investigations and the making of their own work. Art and design stimulates creativity and imagination and challenges learners to make informed judgements and practical decisions. Using a variety of processes and materials, they communicate their feelings and ideas through visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enrich learners' personal and public lives.

Aims

Our aims in teaching Art and Design are to encourage the children to:-

Foundation Phase

- Use a wide range of resources and stimuli
- Experience art, craft and design from Wales and other cultures
- Be involved in activities that allow them to work as individuals and in groups
- Be involved in a range of activities, including those that are child initiated

Key Stage 2

Understanding – pupils should be stimulated and inspired, where appropriate, by:

- Other artists, craft workers and designers
- Methods and processes
- Media, styles, ideas
- Local and Welsh art, craft and design
- Images and artefacts from a variety of historical and contemporary cultures and contexts.

They should develop, where appropriate, their understanding through:

- Books, videos, digital based resources, internet
- Galleries and practising artists , craft workers and designers

Investigating –pupils should investigate

- The properties of materials and processes
- Natural/made/imagined objects and environments

They should, where appropriate, apply to their own work findings collected from:

- Books, videos, digital based resources, internet

- Galleries and practising artists , craft workers and designers
- Local and Welsh examples

Making – pupils should design and make both imaginatively and expressively:

- Objects, artefacts and images

They should use a variety of:

- Tools and equipment
- Materials
- Processes

They should have opportunities to work as:

- Individuals/group members

They should work in different contexts such as;

- Galleries
- Art room
- Outdoors
- The home

Pupils should be taught to consider the hazards and risks in their art and design activities. They should be able to follow instructions to minimise the risks to them selves and others.

Teaching and learning styles:-

The teaching styles that we adopt at Griffithstown Primary School are as active and practical as possible. Through the use of a skills based curriculum, we encourage the children to explore their individual learning style. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

Throughout this subject you will see examples of literacy and numeracy skills being used and developed. These skills will have been taught previously in English and Maths lessons and are mapped out on our LNF coverage sheets.

Equal Opportunities

The children are encouraged to fully participate in all aspects of the Art curriculum regardless of their race, gender, age or ability. Griffithstown ensures access to learning at an individual level, through differentiated teaching and learning strategies; planning should set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds and for those who are disabled.

ARR

Formative assessment is carried out informally by teachers in the course of their teaching through marking and observations. Pupils are encouraged to become increasingly more confident to evaluate their own work. Feedback to the pupils

about their own progress is given whilst a task is being carried out for example discussion between child and teacher.

Curriculum Cymreig

In art, learners develop at first hand a meaningful understanding of their immediate environment, culture and language. They are given access to historical and contemporary Welsh art and design, enriching their creative activities. They are made aware of how art can enhance the environment and how they can contribute to this as individuals.

Health and Safety

It is the responsibility of the individual teachers to look after all equipment in their classrooms; pupils should be shown how to operate equipment appropriately and safely.

SEN

Pupils with SEN are supported by differentiated materials, appropriate software and level of support given. Pupils of high ability are frequently challenged through the numerous opportunities for learning presented to them; all children are encouraged to work to their learning potential.

Home school links

Parents are encouraged to support their children by taking part in home school links projects, especially for display at Christmas, St. David's Day and linked to topic work across the key stages.

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