

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR ART



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Welsh Heritage Schools Initiative



Menter Ysgolau y Dref/adaeth Gymreig



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Reviewing the Policy

This policy will be reviewed on a biennial basis in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

INTRODUCTION

This document is a statement of the philosophy, aims and objectives, teaching and learning strategies of Art at Portfield School. It was developed during January 2003 through a process of consultation with teaching staff.

Working together Learning together Achieving together
At Portfield School we strive to:

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

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 Portfield, 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

All members of the teaching staff have a responsibility for the teaching of ART and they need to ensure that their knowledge is continually updated. The school has a ART coordinator. His role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for ART and relevant ICT resources;
- keep up to date with current thinking and curriculum development;
- disseminate this information to the staff;
- keep staff informed of possible visits, exhibitions and courses;
- network with colleagues in other schools.

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 three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

NATIONAL LITERACY NUMERACY FRAMEWORK & UNDER SKILLS

Teachers should provide opportunities, where appropriate, for pupils to develop and apply LNF (put in from the literacy and numeracy framework) through their study of Art.

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.

DEVELOPING ICT SKILLS AND DIGITAL COMPETENCY

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology.

Key Skills :-

1. Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using 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.

2. Thinking Skills/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.

3. 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.

4. 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.

5. 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

These are highlighted by the class teacher in their class and monitored throughout the topics by the co-ordinator.

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 to all class teachers. A list of these resources is attached (APPENDIX 1).

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 it's 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 e.g.

Fish Week – Milford Haven Docks
Torch Theatre – Christmas Panto
Urdd Eisteddfod
Disability Fun Day at Pembrokeshire Agricultural Society etc.

Success in such competitions is very encouraging for both children and staff.

ASSESSMENT, RECORDING AND REPORTING

Assessment, recording and reporting in art is carried out in accordance with the school's Assessment, Recording and Reporting policy. Individual progress and attainment is assessed and targets set.

Assessment in Art is achieved through:-

- Observation – whilst pupils are working
- Discussion – much is learnt about the child's understanding by the way they respond to questions asked about their work
- The written evidence they may produce
- RFL, P levels and NC outcomes and levels (SOLAR) are used to show progress.
- Pupil self assessment and peer assessment is promoted throughout all areas.

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, disability and other protected characteristics. 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.

IMPLEMENTING, MONITORING AND EVALUATING THE POLICY

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?

- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

RESOURCES

APPENDIX 1

Welsh Artists

Pauline Harries – Bluebell Wood
David Tress – Cloud building from the south
Aneurin M Jones – Alun
Sheila Knapp-Fisher – Persephone returns
Peter Davies – Nine Wells from the coastal path
Alun Davies – Garn, Pwllderi
Bim Giardelli - A Pembrokeshire Thorn Tree
Denis Curry – Mountain Sheep and Lamb
Colin Marpe – Combining at Weun Fach, Hayscastle
Denys Short – Knitting, Tregwynt
Eirian Short – Crows
John Knapp-Fisher – North Pembrokeshire Coast
Elizabeth Harries – The sea from the Poem “Traeth y De” by Bobbi Jones.
Ray Howard-Jones – Pembrokeshire Coast
Stan Rosenthal – Carreg Samson and Strumble Head

Theme Packs

Buildings and Townscapes
Portaits
Landscapes
Figure and Form
Water
Seasons and Weather
Impressionist
Monet
Toulouse Lautrec

Reference Books

Tell me about Artists – Leonardo da Vinci)	
)	Evans Brothers Ltd
)	
I Can Finger Paint		Usborne
Creative Crafts –		Fun with Fabric
		“ “ Paper
My Christmas Craft Book – Ted Smark		
Bright Ideas – Christmas Art and Craft		
Learn to Paint – Landscapes)	Alwyn Crawshaw
“ “ “ Boats and Harbours)	“ “
How to draw and paint trees – Walter Foster		

The big book of Easter – Prim Ed
The New Christmas Craft Book – Ted Smart

Sample of Works/Prints

Joseph Turner – Rockets and blue lights
Japanese culture poster

Picasso – Portrait of Dora Maar
Maya with Doll
Child playing with a toy
truck
Bust of a woman with hat
Cat crunching bird
Bust of a woman wearing striped hat

Monet – Woman with a parasol
Poppy field at Argenteuil
The Luncheon
La Japonaise
Water lilies 1914
“ “ 1904

Printing and Dyes

Printing Inks
Rollers
Ink Trays
Easy Print
Combs
Printing Blocks
Printing Mitts
Screen
Squeegee
Cold Water Dyes
Dye Fix
Marbling Inks
Brusho

Pens / Pencils

Felt Pens
Drawing Pencils
Colouring Pencils
Marker Pens
Crayons
Chalks
Oil Pastels

Paint

Metallic
Flourescent
Watercolours
Pearlescent
Ready Mixed
Acrylic

Sponges

Transport
Animal
Christmas
Easter
People
Sea life
Leaves

ICT Resources

Art and Design
Art Attack Creativity
Crayola 3D Colouring
“ Magic
Wardrobe
“ Print Factory
Dazzle
Instant Cards and
Invites
Magicland
Paint Spa
Picture Paint
Primary Colours
Print Artist
Print Shop
Splatter

Collage

Wool
Weaving Cards
Feathers
Glitter

Modelling

Selection of coloured
air-hardening clays
Clay tools
Rolling pins
Cutters
Play-doh
Modelling Wheel
Clay Paints
Easy Form
Wallpaper

Stencils

Christmas
Easter
Welsh
Flowers
Animals
Transport
Letters & Shapes
Numbers
Dinosaurs

SUGGESTED ACTIVITIES WHEN APPRAISING ARTISTS AND THEIR WORK

APPENDIX 2

- 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.