

American Academy Junior School

Art Policy 2014 - 2016



Art Policy Introduction

- At The American Academy Junior we value learning and teaching Art because:
 - Art can stimulate creativity and promote imagination.
 - Art provides a stimulating learning environment where children's work is celebrated.
 - Art provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
 - Art provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
 - Art can give children confidence and a chance to produce something without failure, something that is personal to them.
- Art can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how art has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures.

Aims

General

- To ensure all staff, children and parents are aware of the aims for learning and teaching Art at The American Academy Junior School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Art making it an enjoyable experience;
- To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- To develop their ability by using a range of materials, tools, and techniques within art lessons.
- To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of art's place within different periods and cultures.

Children

- To develop an enjoyment of creative art and see themselves as artists.
- To be able to express their own ideas, through art and give meaning to the world around them.
- To be able to use a range of materials, tools and techniques at a comfortable level for them.
- To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- To develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Art.
- To support the children with any art that they may undertake at home.
- To help develop a child's talent for art where necessary and value it as a subject.
- To encourage and praise their child's efforts.
- To come into school and look at the art work that the children have created.

Implementation of the Art Policy

1. Organisation

- Children have timetabled weekly lessons (each term a different class) with the Art Specialist. They follow the QCA program of Art and into this is incorporated the cultural representations within the school. The Art Specialist ensures that all children are given a wide range of experiences and use of materials. A range of different styles and techniques is shown and children are given opportunities to look at the work of famous Artists and to recreate these works and interpret in their own way.
- Children are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, painting, drawing, printing, collage, clay etc.
- Children are able to use their observation skills as part of their learning, completing a wide range of drawing, painting activities.
- Children are given opportunities to develop their own ideas in art using a variety of materials and tools.
- Children are shown different techniques they can use to develop their knowledge of the subject.

2. Basic skills

- Children are given ample opportunities to develop the skills necessary to enhance their art. They are taught the basics of using brushes, pencils and clay etc. They are taught the language of Art and different ways of using the same equipment. i.e. - Which way to use their paper to the greatest effect. How to hold their brush to get the best results.
- Children in Grades 4 to 6 are able to consolidate their learning by using the techniques that they were shown in KS1. They are also given the opportunity to be able to use a wide range of resources.
- Children have individual art portfolios and are able to self-assess. They have to self and peer evaluate their work and discuss through their books what they think was good and what they could improve.

3. Cross curricular

- Opportunities are used to encourage children to use their creative knowledge over all areas. Art can help provide meaning to all other subjects within the curriculum. Art is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Art can be linked to all other areas and gives a practical approach to learning.

4. Resources

- Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists. (examples of their work)
- The Art Specialist keeps a wide range of resources and any lessons taught by her can be quickly provided for by the stock in the Art room. The room has everything necessary to ensure good and well-rounded art lessons.
- General resources – different sized/types of paper, backing paper and boarders, card, paint, clay, wire etc.
- Paint brushes, glue, pencils, felt pens etc. are allocated at the beginning of the year and kept in individual classrooms.
- Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible

5. Afternoon School club

- After school clubs are provided to encourage children to develop their art skills and help them to improve their fine motor control.

6. Subject Lead Teacher

- The role of the Subject Lead Teacher is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
 - b) Leading and managing staff.
 - c) Efficient and effective deployment of staff and resources.
- The Subject Lead Teacher will have regular discussions with the Head teacher and other senior leaders about learning and teaching in Art and provides an annual summary report about their work and an evaluation of the strengths and areas for development for the subject.

The Art Lesson: Good Practice

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at The American Academy Junior Primary School. These apply to learning and teaching in Art as well as every other curriculum subject area.
- In Art the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them over all other areas of learning.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in Art are assessed in line with the School's Assessment Policy. Assessment in Art for Grades 1-6 will be by taking examples of children's work throughout their time at The American Academy Junior and looking at their continued development in Art. The Art co-ordinator will collect samples over a range of areas, using different techniques and media.
- Children's standards and achievements in Art in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year. See ELG's.
- Assessment in Art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works (we are not all great artists) Art assessment will focus on what individual children have achieved.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at The American Academy Junior is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.