



COLLIS PRIMARY SCHOOL

ART POLICY

THE IMPORTANCE OF ART

‘Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences - a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciating and enjoying the visual arts has the power to enrich our personal and public lives’. QCA

ART IN COLLIS

At Collis School we believe that art plays a significant role in the children’s development. It is our aim to:

- To stimulate creativity and imagination;
- Develop enquiring minds about images and artefacts;
- To express opinions and ideas about the world around them and to develop the ability to evaluate artwork;
- To realise visual information is used for a variety of purposes and is a unique way of understanding and responding to the world;
- Develop a range of practical skills using a variety of mediums;
- Explore a variety of materials and provide visual, tactile and sensory experience;
- Explore other people’s values and beliefs;
- Gain confidence in their art and design ability;
- To learn about the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures.

SCHEME OF WORK

Collis School follows the Art and Design LCP scheme of work. It is timetabled for three half terms in every year and alternates with design and technology. This routine takes place in both Key Stage One and Two. However, in the foundation stages there is a different Art and Design plan which is linked closely to the objectives set in the Foundation Stage Curriculum (see long term plan for nursery and reception for more details).

- Nursery and Reception – Individual art scheme.
- Year 1 - 1A) Self portrait
1B) Investigating materials
1C) What is sculpture?
- Year 2 - 2A) Picture this
2B) Mother Nature, designer
2C) Can buildings speak?
- Year 3 - 3A) Portraying relationships

- 3B) Investigating pattern
 - 3C) Can we change places?
- Year 4 -
 - 4A) Viewpoints
 - 4B) Take a seat
 - 4C) Journeys
- Year 5 -
 - 5A) Objects and meanings
 - 5B) Containers
 - 5C) Talking textiles
- Year 6 -
 - 6A) People in action
 - 6B) What a performance
 - 6C) A sense of place

PROGRESSION

The Foundation Stage plays a vital part in art and design at Collis School. The Foundation Stage introduces the children to the core skills in art and allows them to experiment in a range of different media and techniques. From Year One upwards, the children are then following the LCP scheme of work, which build upon these early skills. The LCP scheme is based on the QCA. It is made up of four core units, which are covered, in different years. These four core areas are painting, textiles, sculpture and digital media. The LCP scheme builds upon the skills the children have learnt in the previous years and ensures all areas of the Art curriculum are being taught in an exciting and motivating way.

THE ROLE OF THE ART COORDINATOR

The Art Coordinator is responsible for ensuring all staff are familiar with the Art policy and are implementing it in their Art lessons. The art Coordinator is responsible for checking that the Art curriculum is being taught effectively and should be familiar with any differences in the lessons from the LCP scheme of work.

The Art Coordinator is responsible for the following areas:

- Implementing, monitoring and evaluating work
- Ordering and auditing resources
- Aiding teachers in their planning
- To attend any courses relating to Art and Design
- To provide information and inset for the staff.

RESOURCES

Each Key Stage Department has its own stock cupboard and a set of art drawers is located in each corridor of the Junior Department. The Coordinator is responsible for ordering and managing the distribution of Art resources. An annual order is made in June and the supplies supplemented throughout the year.

ICT

ICT is becoming an increasingly important aspect in many areas of the Art curriculum; during each topic there is an opportunity to incorporate ICT to enrich that area of Art. We have some programmes including 'Paint' which develop pupil's artistic skills such as use of colour and different art techniques-

A camera is now available in each year group for teachers to use with pupils to encourage an eye for good images, and to recognise the differences in both landscape and portraits.

ASSESSMENT

Assessment is an essential skill for pupils to learn in Art in order for them to evaluate the success of their work. At Collis School it is our belief that children should have the opportunity to self-assess. Pupils should evaluate and judge their own work during and at the end of each art topic. Where possible both pupil and teacher should discuss assessment. Where applicable the pupils will fill out an evaluation form based on their performance, skills learnt and evaluation of their work. This will also serve as an evaluation of the topic to improve it for the future years.

In Key Stage 2 each pupil has a sketchbook, which is used to record any artwork they complete. They act as a reference for the pupils which enable them to see how they have progressed from Year Three to Year Six. These sketchbooks are the pupils personal book and the teacher will only mark it if they have not had the opportunity to make a comment in person to the pupil on any suggestions or improvements. This also allows them a greater opportunity to self assess and evaluate their work after each topic.

DISPLAY

The school displays boards are changed on a half-term basis. Each year group has a board around the school where they can display their Artwork. This is an important part of the Art curriculum and allows the pupils to not only to see their own work, but also to be able to strive to improve their work. The boards can be themed in order to show progression through the school. However, the theme is a general theme, allowing teachers to link it to their classroom work. This also makes the displays more diverse and allows excellent opportunities for cross curricula links. The display boards are motivating for the children and the children should be involved in the planning and assembling of the boards, where appropriate. These boards are very well presented and the artwork is of a consistently high standard.

EQUAL OPPORTUNITIES

It is widely recognised that Art provides many different and varied educational opportunities. Art at Collis School is taught in line with the schools Equal Opportunities policy and provides everyone with an opportunity to participate in all topics.

It is the aim at Collis School to cater for a wide multicultural content in our teaching which includes looking at a range of Art from many different countries and cultures including Mexico, Africa, Aboriginal paintings from Australia, Turkey, Egypt, Greece and much more, including architectural structures.

The Art aspect of the Curriculum, especially that taught at Collis School, provides an excellent opportunity for all the pupils to achieve a high level of success and is proven to benefit their self-esteem.

Beverley Hodgkinson
Art Coordinator
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