



ARTS POLICY

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This policy is intended to raise the standards of teaching, and improve the standards of learning and pupils' achievement in Art by:

1. Setting a useable framework for the planning, delivery and assessment of art for:
 - a) The school
 - b) The key stage
 - c) The year group
 - d) The class
 - e) The individual

Which also meets the planning, reporting and assessment needs of other school/LEA systems including pupils' statements of SEND

2. Setting out clear and consistent expectation for an Art experience within discrete art and as part of the whole curriculum.
3. Clarifying the role and purpose of an artistic way of thinking in the development of pupil autonomy.
4. Facilitating continuity and progression through use of common planning and assessment formats, thereby providing flexibility to facilitate individual relevance, age appropriateness and challenge through appropriate differentiation.
5. Relating the framework to the development of the whole curriculum context, the ethos of the school and the SIP.
6. Influencing styles of delivery to ensure that a balanced variety of approaches are implied to meet the individual needs of learner, including discussion, demonstration, stimulation, practical work, consolidation and practice, research and investigation into techniques and materials.
7. Ensuring that POS are suitable to meet all pupils' requirements.
8. To integrate the personal learning and thinking skills.
9. To ensure that appropriate areas of S.M.S.C. are covered through the SOW.

KEY OBJECTIVES

Throughout the school the aim is to develop in each child:-

1. Manipulative skills.
2. Eye/ hand co-ordination.
3. Gross and fine motor skills.
4. Accurate and confident use of all equipment and materials.
5. Creative awareness
6. A natural pride in their own work through patience and care.
7. A knowledge of the properties of various art media
8. An appreciation of colour, textures and shape.
9. An awareness of art in the environment
10. Presentation techniques as part of art work.
11. A link with other subjects in the school
12. An enjoyment of discrete craft work
13. To make all aspects of Art available on a non-sexist equal opportunity base.
14. To enhance the appreciation of other representations of art in various cultures and historical periods,
15. Skills of evaluation - critical awareness
- The ability to show progression.
16. The ability to use the styles of artists to enhance their own work.
17. The ability to modify and refine work.
18. The skills and confidence to solve problems
19. To develop visual literacy.
20. To include SMSC whenever relevant

GCSE Aims

To investigate a variety of materials and techniques in the production of pictures, prints, textiles and 3D design work that is supported by observation, artist research, planning and investigation and fulfils criteria laid down by the AQA and OCR Board. We aim to offer a full G.C.S.E. course to all pupils who show enough independence to enable them to use the 6 week preparation time and the 10 hour exam time in a constructive way.

Those who find this difficult will follow the same course throughout the 2 year course and if their interest remains they will be given the chance to take the exam in the sixth, with a smaller group over a longer time.

THE ART CURRICULUM AND SEN ISSUES

There is a wide variety of individual need at the Beacon School. Some of our pupils have difficulties in responding to their surroundings, so for them we are tackling the issue of response to a stimulus and creating a variety of sensory experiences. Some pupils learn slowly, some are disaffected and some need help managing their behaviour to prevent them disrupting the education of others in the group. Pupils can be cognitively limited with gaps in their understanding, while others are within the range of their actual key stage attainment; some can be one or even two stages removed. Occasionally, pupils have their horizons reduced by failure within the context of the school or the family and in addition could also have difficulty in their personal organisation. All pupils at the school have a statement of special educational needs and are considered by the Kent Audit to be Level 4 or 5 in terms of their entitlement or need. Through this, common issues emerge.

What is the role of art?

Art can be seen as a major vehicle for the development of pupils' stimulus, confidence, progression and achievement, leading towards greater individual experience, responsibility for work and autonomy. The revised NC provides teachers with much greater flexibility to respond to the needs of pupils with identified SEND. More scope has been given to teachers to provide pupils with appropriately challenging work at each key stage, ability and additional need.

Access (Differentiation)

The programme of study for each key stage should be taught to the great majority of pupils in the key stage, in ways appropriate to their abilities.

For the smaller number of pupils who may need the provision, material may be differentiated to a form necessary to enable individual pupils to access the curriculum, progress and to demonstrate achievement.

The key issue with provision for SEND pupils with such diverse and complex needs is differentiation for individual needs. The following methods of differentiation in the

setting of work have been identified as current practice:

1. Differentiation by Input

Some projects allow different starting points to be varied. The teacher can identify broad need or purpose, and the pupils, either individually or in groups, identify a specific one. Alternatively, the teacher can identify a specific need or purpose, and the pupils provide fine detail. Some pupils may have planned to use certain skills, knowledge, materials or tools with which they are not very familiar, e.g. they may have seen others using a material but never cut it themselves.

2. Differentiation by Content

The range of concepts introduced in an assignment can be varied through the wording of the project brief.

3. Differentiation by Support

The use of the Teaching Assistant to talk through or model the need or purpose with individuals or groups of children, to provide support with manipulative skills, etc. It is important that at this stage pupils have a very concise understanding of the purpose of the activity and criteria against which the final product will be evaluated.

4. Differentiation by Task

The following are examples of how differing ability pupils can achieve a design through differentiated tasks. Pupils could:

- Work in a group to share ideas and produce a group design, sharing different areas of expertise
- Work as individuals, share all ideas and decide on a group design
- Be offered a range of materials
- Place materials together and discuss what they intend to use and how they intend to use it
- Be asked to produce a range of designs and discuss with teacher/TA/peers to select a final solution. They could use appropriate resources to research ideas, e.g. books, existing products.

5. Differentiation by Resource

This is often linked to differentiation by task. When choosing appropriate materials, pupils could;-

- Be allowed to identify any materials they know in school or home

- Be allowed a range of tools and materials which the teacher knows will be appropriate.

6. Differentiation by Response

Some pupils may work independently and others may require prompting and guidance.

As the teacher will have already decided how different pupils will be encouraged to design, the response will be linked to this. There may be a pupil or several pupils for whom it is necessary to set individual objectives in order to focus on a particular area for development. For example, the pupil may be encouraged to annotate a sketch where others may only have drawn a picture. This would be used by the teacher to focus on the pupil, talking to them about developing design ideas and questioning on specific aspects of their work.

7. Differentiation by Outcome

Pupils can be involved in discussion to highlight particular points to consider when drawing and then left to design in whichever way they feel is appropriate.

Provision

As specified in the National Curriculum document appropriate provision should be made for pupils who need to use:-

- Means of communication other than speech, including computers, technological aids, signing, symbols or lip reading
- Non-sighted reading such as Braille, or non-visual or non-aural ways of acquiring information
- Technological aids in practical and written work
- Aids or adapted equipment to allow access to practical activities within and beyond school.

Appropriate provision should be made for those pupils who need emphasis placed on a tactile approach to art.

The Use of language

Pupils should be taught to express themselves clearly in both speech and writing and to develop their reading skills. They should be taught to use grammatically correct sentences wherever possible and to spell and punctuate accurately in order to communicate effectively in written English

ICT

Pupils should be given opportunities, where appropriate, to develop and apply their IT capability in their study of Art.

IT is used frequently as a learning tool to show film clips, images and sounds to enhance the learning experience.

Art, film and photography manipulation programs are used as an alternative media or skills bank for use with most projects.

Programmes such as photo booth, comic strip, solar walk. Serif, moviemaker, Purple mash, BBC class clips, utube and gallery programmes are used regularly to reinforce learning. Cross curricular links are made with ICT so extension or preparation work can be done to reinforce learning

Styles of learning

THE DELIVERY FRAMEWORK

Art should be delivered using key elements:-

- As illustrated and support to written work in any curriculum areas.
- As annotated diagrams
- As part of the C.L.J on a term based topic throughout primary.
- Through cross curricular links.
- A group investigation and group activities.
- individual art target
- As an intervention through play therapy.
- As part of TASC day.
- As part of C,L,A,S,S, creative sessions
- As coursework and examination preparation for the GCSE
- As part of the Arts Award Scheme.

The amount of time spent on art should be a minimum of one and a half or two lessons per week or approximately 90 minutes.

There is no limit to the possible experience and achievement of a pupil within the school and every opportunity should be given to the pupil to reach their highest potential in terms of stimulation and awareness, Arts award, GCSE or other relevant qualifications.

WHAT KINDS OF ACTIVITIES?

Activities should be balanced between different modes of learning, applying knowledge and understanding to their practical work abilities, but the development of the skill of critical evaluation now has greater emphasis.

Different aspects of knowledge are to be developed in each key stage.

They include:-

- A knowledge of art and why it is created
- What influences form and design.

Teachers are free to select works of art, craft and design relevant to their pupils' interests and needs and their relevant termly theme.

Key stages 1 and 2 and 3

The materials and methods to be included in the practical art curriculum are KS1, KS2 and KS3, and are specified to ensure a balanced programme of activities that are manageable in the time they have.

All activities should enable pupils to develop their personal qualities, willingness to have a go, ability to overcome new problems, perseverance, evaluation, independence and co-operation as well as physical and practical skills of mark making, cutting, and manipulation of materials.

AIMS

THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS . PRODUCE CREATIVE WORK, EXPLORING THEIR IDEAS AND RECORDING THEIR EXPERIENCES IN A SKETCHBOOK WAY..

BECOME PROFICIENT IN DRAWING, PAINTING, SCULPTURE AND OTHER ART.

EVALUATE AND ANALYSE CREATIVE WORKS USING THE LANGUAGE OF ART.

KNOW ABOUT GREAT ARTISTS, CRAFT MAKERS AND DESIGNERS, AND UNDERSTAND THE HISTORICAL AND CULTURAL DEVELOPMENTS OF THEIR ART FORMS.

ATTAINMENT TARGETS.

By the end of each key stage, pupils are expected to know, apply and understand the matter, skills and processes specified in the relevant programme of study.

SUBJECT CONTENT.

KEY STAGE 1

Pupils should be taught.

- . To use a range of materials creatively to design and make products.
- . To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- . To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- . To use a sketch book to record developing ideas.
- . About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making

links to their own work.

KEY STAGE 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught

- . To create sketchbooks to record their observations and use them to review and revisit ideas.
- . To improve their mastery of art and design techniques. Including drawing, painting and sculpture with a range of materials.
- . To use a sketch book to record developing ideas.
- . About great artists, architects and designers in history.

KEY STAGE 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught.

- . To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- . To use a range of techniques and materials, including painting.
- . To increase their proficiency in the handling of different materials.
- . To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- . About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to present day.

KEY STAGE 4

GCSE, Unit awards and Arts Award

Within KS4, pupils are expected to follow work that will explore the following.

- 1) Personal response
- 2) Observation skills
- 3) Preliminary processes
- 4) visual/practical and conceptual elements
- 5) materials/techniques and processes
- 6) Analysis/ investigation and evaluation
- 7) Understanding and use of cultural/historical contexts.
- 8) Refining and modifying work and making choices.

Assessment Objectives KS4.

- i) The ability to make a clear, confident imaginative personal response using a range of critical/contextual material
- ii) The ability to respond to and record from direct personal observation and experience
- iii) The ability to work independently sustaining their ideas from conception to realisation
- iv) The ability to understand and express ideas in a variety of visual, practical and conceptual elements
- v) A high level of formal sophistication in their attempts to synthesise ideas, impulse and feeling with materials, techniques and processes
- vi) The ability to research and communicate by showing genuine investigation involving analysis interpretation and personal evaluation
- vii) An engagement with and an understanding of, some of the cultural, historical and social influences upon art and design with the ability to articulate and express personal views.

STYLES OF TEACHING

Lessons should be:-

- highly motivating and relevant to pupils' abilities and actively demonstrate their relevance to real life as experienced by pupils
- be student paced, offering plenty of opportunity for consolidation and practice, extension and differentiation
- foster autonomy rather than dependency
- recognise and value the importance of social interaction

- use accessible materials
- foster development of multiple strategies
- Adopt investigative approach.

Planning

Showing progression and thought processes are very important in art – The scheme of work in both key stages is aimed to increase pupils skills and knowledge of all aspects of art and is reinforced in a variety of ways through different topics

Attention will need to be given to:

- nation curriculum
- EHCP
- POS statements
- Skills based learning
- intended outcomes
- Criteria for success.
- GSCE Marking criteria.
- Arts Award

Differentiation and progression are two vital elements to consider in planning. Requirements state that:-

pupils should undertake a balanced programme of art, craft and design which clearly builds on previous work and takes account of previous achievement.

- The progress of individual pupils' needs planning.
- Depth of knowledge and application of skills become increasingly challenging.
- An ability to select methods and materials that are age appropriate.

Art Assessment

POS have been designed and monitored for breadth and coverage, continuity and progression, in relation to the requirements of the national curriculum. Assessment is carried out by B2 and progress is monitored by skills testing and imbedded understanding.

Regular observations through marking and questioning should be made to ascertain the pupil's knowledge.

Teachers and TA'S to regularly complete skills tick sheet relating to the terms project. This can then be used against the assessment criteria to generate progress data.

Targets are differentiated according to pupil's level and relate to the topic being

studied.

Art and Other Subjects

Art is used to illustrate and describe work from all Curriculum subjects. Links with Design and Technology are particularly close with textiles being included in the art and design curriculum from September 2014

Both are involved in making practical elements that involve planning and both require investigation into artists and crafts people.

IT should be utilised whenever possible to contribute and enhance work. Cross curricular links have been made between subjects following broad themes. This embeds transferable skills and information.

Future Development of Art

Provision needs to be made in order to provide for pupils who are unable to achieve GCSE.

Ideally observation and in class support should be available from the art co-ordinator for staff who have identified it as a weakness. There should be opportunity for individual staff to observe good practice either in schools or elsewhere.

A skills audit of primary staff needs to be carried and areas of weakness addressed.

New staff need to be actively inducted to the views expressed in the policy.

T.A'S need to be skilled up in order for lessons to have pace and impact.

Creative or themed weeks can be used to raise the profile of art throughout the school.

IT should be used when possible to enhance art work and used as an alternative media.

G.C.S.E. students should have a show of their work to celebrate their achievements.

Resources

Art has a budget awarded at the beginning of the financial year, which is then allocated by Subject Co-ordinator for the delivery of POS.

Funding will need to be available in order to equip each department adequately.

To be effective this development needs to coincide with supporting INSET to ensure

proper use.

The subject improvement plan and school improvement plan may specify extra resources

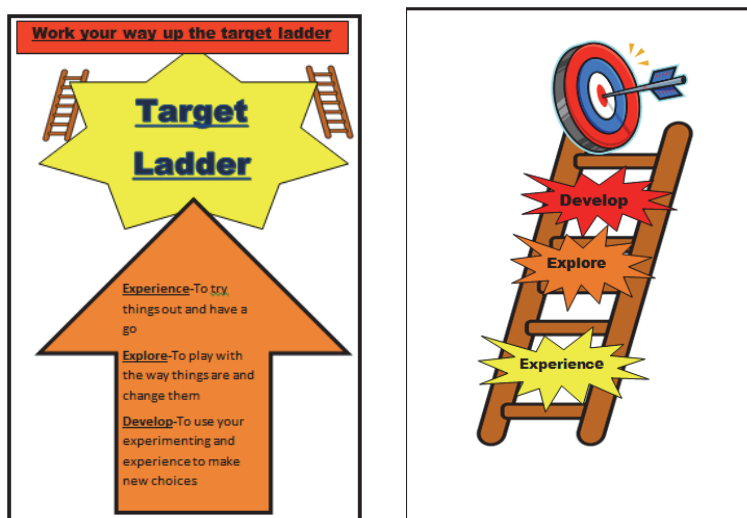
A great deal of cross referencing needs to be carried out between schemes and materials to support teachers in presenting a variety of approaches and materials.



Targets.

Pupils will be set 2 differentiated targets per term. These will be in response to the assessment criteria, and the scheme of work for that term.

Pupils are aiming to work their way up a 'Target Ladder' starting with experience, then explore and finally to develop and apply.

Pupils will have their titles for each term printed and stuck on the front of their book. To achieve their targets pupils will need to gain 5 ticks.



name		Achieved 
	Develop decoration on a 3d form	
	Develop art in other cultures	

At the end of each term these targets will be reviewed and new ones set.

Lesson Targets

Pupils are encouraged to choose an individual target specific for each lesson.

They can choose from. Independence, Development of work, adapt and change, Experiment, refine, slow down, taker care, calm and control. Focused, stick to the plan. These are used as a differentiation tool and assessment for learning and in conjunction with the credit system during lessons.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Sept 2016	Transfer	Sept 2018	N/A