



Art Policy

March 2018

Review Date March 2020

Belthorn Academy Primary School
Belthorn Road
Belthorn
Lancashire
BB1 2NY
Tel: [01254 55620](tel:0125455620)
Email: head@belthornacademy.co.uk

Head teacher: Mrs H. Rowan
Art Co-ordinator: Mr S Carr

Chair of Governors: Mrs Yvonne Brown

KEY PRINCIPLES

Teaching at Belthorn is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Belthorn we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

There will be evidence in the learning environment of:

- progress in the children's learning specifically related to the art skills progression. Outcomes of the children's projects will be displayed on the walls in the classroom and display boards around the school. Evidence of the process followed to complete the work will be evident in the children's sketch books or files.

Teachers should ensure that:

- each term, children will be given the opportunity to complete a piece of work with evidence of the 5 step development process (explore, create, improvise, present and evaluate)
- children will have experience in all areas of art in each phase (drawing, painting, 3D, Textile, ICT, printing and collage) and will save evidence of each completed project in the outcomes folder
- each year, children will have the opportunity to use a range of different resources
- when resources are used up or not available, teachers will inform the art coordinator to re-stock in good time

Implications for the whole school will be:

- there is a Skills Continuum in place that ensures continuity and progression.
- there is a Curriculum Map in place that is broad and balanced
- a monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book-looks (No Book Day) regular checks of the 'Outcomes Folder' and displays evident in classrooms and around the school.

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- art resources used to support children's understanding of new concepts (key vocabulary, books, posters etc.)
- tangible resources that are linked to class topics and that act as inspiration to initiate art projects
- existing work by named artists

Teachers should ensure that:

- access to resources will allow children to make choices about their own work
- children are given the opportunity to discuss existing pieces of art, as well and create new ones
- examples of existing pieces of work by famous artists are used in exploration stage to engage children and foster an understanding of the larger cultural context of art
- resources provided will support the variety of abilities and needs

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

There will be evidence in the learning environment of:

- activities that build on their prior attainment and provide a challenge
- photographs of the children working towards their final outcome
- celebration of outcomes (from a range of abilities and where children have been encouraged to take some creative risks with work)

Teachers should ensure that:

- they use the Skills Continuum to informally keep track of coverage as well as progress.
- children are given opportunities to evaluate their work and the work of their peers

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence in the learning environment of:

- the safe use of resources
- clearly labelled resources
- children undertaking some of the responsibility for cleaning up and putting resources away.

Teachers should ensure that:

- risks have been assessed carefully before carrying out any practical activities
- children are encouraged to clean up after themselves and respect the resources they are using.

Implications for the whole school:

- the art cupboard is regularly used, but tidied and cleaned after each session.

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Teachers should ensure that:

- parents are invited to accompany their children on art related trips to share an understanding of the learning
- parents are welcomed in to share in their children's art learning, through art clubs, class trips, home learning walls in class and recognition of achievement in assemblies.

Implications for the whole school:

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.

Content standards in the arts

Content Standard 1—Students create, perform/exhibit, and respond in the Arts.

Content Standard 2—Students apply and describe the concepts, structures, and processes in the Arts.

Content Standard 3—Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4—Students analyse characteristics and merits of their work and the work of others.

Content Standard 5—Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6—Students make connections among the Arts, other subject areas, life, and work.