Art and Design Policy

Philosophy
Art stimulates creativity and imagination. Here at St. Anne's it is our belief that children are entitled to a rich broadly based curriculum which recognises these values that art brings to the curriculum.

Art offers fundamental ways of organising our understanding of the world and allows us to express our views through many different media. We want to develop in our children a clear understanding of what art means and a full range of abilities with which to experience it.

Working with art offers joy, interest, accomplishment and achievement. It is important that children are allowed the time to experience these things and given the chance to develop confidence in their abilities.

Aims
We aim to:-
- develop original creative ideas
- realise these ideas in some tangible form, developing skills as they do so
- understand, recognise and appreciate the qualities of creative works, improving their own work in the process
- know about the world of visual arts, placing their work in the wider context.

Implementation
At St. Anne's Fulshaw we use the N.C. objectives supported by advice from the art subject leader where necessary. This ensures a systematic development of skills through the key stages. The art skills are: drawing, painting, printing, collage, 3D and textiles. The art elements incorporated within these skills are: line, shape, colour, pattern, tone, texture and form & space.

Approaches
We use a range of classroom techniques and teaching styles:
- A variety of groupings - individually, paired small or large groups and whole class.
- Use of first-hand experience and observations recorded in their sketchbooks.
- Experimentation with materials to try out and develop their ideas.
- Large and small scale art projects.
- Visits to galleries and exhibitions and the use of resident and visiting artists.

Equal Opportunities
Our art curriculum is structured to ensure the maximum possible participation in art by all pupils, including those with special educational needs. Individual

tasks are structured so that all pupils can achieve success whatever their level of ability or special circumstances. Additional support by teachers/parent helpers is given when necessary for particular pupils. Care is taken to ensure that pupils are presented with positive images of male and females in a variety of artistic roles and circumstances.

Monitoring

Monitoring of the art experiences will be done by the art subject leader and the class teacher. The subject leader makes visits to the classroom to observe and offer advice on how the art curriculum is being delivered to the children. She/he will look at samples of work from each year group, to give an overall view of the subject and assist staff in levelling work appropriately. Classroom teachers will monitor children's work so that they are aware of the artistic capability of each child.

Assessment

Teacher assessments of artistic capability are carried out throughout the year. Evidence can be collected in a variety of ways.

- Tangible evidence in the form of the art work created by each child.
- Photographic evidence collected during lessons of the children engaged in the activity.
- Evidence collected through talking to the children and discussing their work during an activity.
- Evidence collected through teacher observations during an art activity.

Resources

Most art resources are kept in the mezzanine area in the centre of the teaching area. Resources are monitored and restocked frequently.

Children's work is sent home regularly.

Health and Safety

We understand that it is our responsibility to teach children how to work safely with tools, materials and equipment. It is essential that adequate supervision of children working with tools and equipment is in place. Demonstrations of how to use the tools safely should be undertaken when introducing an activity. All staff have a responsibility to ensure codes of practice relating to health and safety are followed.

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