



ART POLICY

(1)

Philosophy

We believe art raises the human condition and enriches personal experience. It contributes to the material and spiritual well being of the individual, provides a sense of identity and stretches our intellectual ability and emotional responses. It makes us more flexible, open minded and creative. It provides us with a visual language for communication, aids our comprehension of the environment, and increases our aesthetic sensibilities. Creativity is central to art and design activity and is an attribute equivalent to intelligence. It involves the expression of personal ideas in an original and sensitive manner.

Aims

Our aims echo those of the National Curriculum 2000 document, that art education should:

- enable pupils to become visually literate to understand and use art as a form of visual and tactile communication to have competence in “reading” and evaluating visual images and artefacts
- develop particular intellectual and technical skills so that ideas can be realised and artefacts produced
- develop children’s aesthetic sensibilities and enable them to make informed aesthetic judgements in art and design
- develop children’s design capability
- develop children’s capacity for original thought and experimentation
- increase children’s capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and man-made environment
- develop children’s ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- develop children’s ability to respond thoughtfully and critically to ideas, images and objects of many kinds and from many cultures

We believe that these aims are part of the enterprise of teaching art and design, and that they make a valuable contribution to the whole curriculum.

Elements of Learning

Children are encouraged to develop competence in terms of the practical aspects of art:

- children observe, record and express the natural and manufactured world through a variety of media, thereby developing an informed and critical awareness of their environment
- children develop practical skills, working in two and three dimensions and on a variety of scales
- children are helped to develop competence in using manual techniques, to develop an awareness of the properties of materials and to make appropriate use of information technology
- children explore the elements of art, developing their competence in selecting, controlling and using line, pattern, colour, tone, composition, form, space, texture etc.
- children experience original works of art and design and discussing them in a meaningful and appropriate manner, making practical connections with their own work
- through their experience of making and looking at art children should become more perceptive, develop powers of observation and be able to discuss and evaluate their own work and that of others.

In order to achieve such learning:

- children are engaged with a wide range of materials and techniques
- children work from direct observation as well as imagination and memory
- children have time to reflect on, and talk about their work, making changes where necessary
- children come into regular contact with the work of artists and designers from all cultures and traditions
- children are taught skills, as well as given experiences, thereby ensuring continuity and progression through key stages
- children's work in art and design is displayed regularly.

Curricular Principles

QCA schemes of work constructed around four common strands, for all years, have been provided by the subject leader:

- exploring and developing ideas
- investigating and making art, craft and design
- evaluating and developing work
- knowledge and understanding

Art also has a significant role to play in promoting spiritual, moral, social and cultural development.

Curriculum 2000 p19 "Children develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well being".

Curriculum 2000 p20 "They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture".

Medium and short term planning highlights these cross-curricular principles as well as obvious links with Literacy and Numeracy. There are integral connections with technology and the expressive arts, but art is also recognised as a distinctive subject in its own right.

Continuity and progression

All children are given the opportunity to undertake a balanced programme of art, craft and design activities, which clearly builds on previous achievements. Progression in art will be manifest through greater depth of knowledge, broader understanding and applying skills more expertly in increasingly challenging contexts.

(Refer to QCA guidelines).

Special Educational Needs

Art has a special contribution to make in the education of children with special educational needs. Art is a means of communication not bound by written or spoken language and enables pupils with special needs of all kinds to develop a capacity for self-expression. Art can help develop positive attitudes in all children, but most especially those children with learning difficulties and/or emotional/behavioural problems.

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