

# Waterthorpe Nursery Infant School



## Art Policy

November 2015

**Approved by:** Curriculum Committee

**Date:** Spring 2016

**Next Review Date:** Spring 2019

# Policy for Art

## INTRODUCTION

At Waterthorpe Nursery Infant School we have a firm commitment to Art, ensuring a full and rounded education for all our children. We aim to stimulate children's' creativity and imagination through visual, tactile and sensory experiences. Pupils express what they see, feel and think through their use of colour, pattern, form and texture. They explore the work of various artists in order to learn about diverse artistic traditions and cultural heritage. We provide opportunities for children that help them to develop knowledge and understanding, skills and attitudes that enable them to fully enjoy the world around them. Work within the Art curriculum helps to raise self-esteem and allows all children to achieve their full potential.

## AIMS

Through teaching of Art at Waterthorpe we aim:

- for all children to have an enjoyment and enthusiasm for Art.
- for all children to have a broad range of Art experiences.
- for all children to have opportunity to develop lifelong skills.
- for all the school community to have opportunities to develop their own interests and talents.
- for the involvement of a wide range of artists and visitors with the school to enhance the Arts curriculum and experiences of the children.
- for all children to have the opportunity to visit places outside school in order to develop their understanding and appreciation of Art, learning about and observing the world around them.
- to enhance pupil's self esteem through involvement in Art.
- encourage imagination and original thought and experimentation.

## OBJECTIVES

Through teaching Art at Waterthorpe our specific objectives are:

For pupils to be able to:

- use creative and technical skills, aesthetic sensibilities and design capabilities.
- articulate and communicate ideas clearly using appropriate vocabulary.
- Respond imaginatively to artworks and other stimuli.
- Explore the use of visual elements (e.g. line, tone, shape, texture, colour, pattern, space and form) whilst making 2D and 3D images and artefacts using a range of media.
- demonstrate an ability to value and respond to work of a range of artists, feelings and opinions.
- encourage pupils to evaluate and review their work and that of others.

## TEACHING METHODS AND ORGANISATION

Art is taught both as an individual curriculum area and cross-curricula to support either topic work or other curriculum areas. Within the formal curriculum there is a time allocation of 44 hours per year to teach the Art curriculum.

There is also additional time spent outside the formal curriculum for visits, visitors and Arts Weeks.

Children will be offered a broad range of opportunities:

In art they will cover a full curriculum including drawing, paint, printing, ICT work, collage and modelling. They will all have the opportunity to work with a professional artist and will have their work displayed attractively around school.

The curriculum is enhanced by:

- 1) Visitors to school e.g. artists visiting school.
- 2) Educational visits e.g. The Art gallery or The Theatre
- 3) Participation in events e.g. Sheffield Young Artist Competition
- 4) Extra-curricula activities e.g. Art Club
- 5) Special events in school e.g. Arts weeks or class assemblies

### **DIFFERENTIATION**

Differentiation will predominantly be by outcome. However, care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

### **ASSESSMENT, RECORDING AND REPORTING**

Art is assessed termly relating to the National Curriculum Programmes of Study and EYFS ages and stages/ ELG's. In addition children will be encouraged to take an active part in the assessment process including e.g. stating their opinions and self-assessment.

Evidence of work can be found in children's Art books and Foundation Stage Journals. The Art curriculum is also recorded through photographic evidence which is collected and monitored by the subject leader in the 'Art File'.

### **TEACHING FACILITIES**

There are facilities for Art work to take place in each classroom through the use of a 'craft' area with a sink (the sink is shared in Blue base), a carpeted whole class seating area and access to structured play. Classes are also able to use the dining teaching areas, the playground, the environmental garden and the quiet rooms. The computer suite and the hall have a timetable for each class. There is also our Forest School building, sited in the church grounds behind the school.

### **ARTS PARTNERSHIPS**

Partnerships are instigated from recommendations by other schools or the LA, from our previous experience of artists and through planned procurement procedures. Artists are consulted with prior to visits with agendas and timetables agreed upon and sent to school.

Some arts partnerships are used to develop understanding of other cultures. Our Health and Safety and Child Protection Policies are adhered to, as they are in all areas of the curriculum.

## **RESOURCES**

Art has a budget for resources, which is managed by the subject co-ordinator in line with the School Improvement Plan. General resources for Art such as paint, paper and glue are purchased within the central resource budget, which is managed by a senior member of staff. General resources are located in classrooms with back-up stocks in a central location. Each class has a drawing box and there are centrally located art boxes for specific themes such as clay or printing.

## **THE ROLE OF THE SUBJECT LEADERS**

Art within the school is monitored by the subject leader.

The school also has an over-seeing Arts leader and a governor with responsibility for the subject of Art.

The subject leader has responsibility for leading developments within their area, for monitoring planning, teaching and learning and for organising artists visits to school.

## **PROFESSIONAL DEVELOPMENT**

The school is committed to the continuing professional development of staff and training will take place to meet the whole school priorities and individual needs. In-service training may take place by attendance on courses, both within and outside the CYPD, or by whole school on-site training either during staff meetings, twilight sessions or on an In-service training day. A budget allocation is given for course fees and supply costs.

## **SCHOOL IMPROVEMENT PLANNING**

Our school Improvement Plan/Single Integrated Development Plan identifies development needs, planned activities, costing and success criteria for Art. This is monitored termly and included in the Headteacher's report to governors. The plan has a full review each year in the Spring term when work is evaluated and new priorities are identified.

## **INCLUSION AND EQUAL OPPORTUNITIES**

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor. Additional support is given as appropriate and following our Special Needs Policy. This is reflected fundamentally in all teachers' planning. Our Equal Opportunities policy is adhered to across the arts curriculum and with extra-curricula activities.

## **EXTRA-CURRICULA ACTIVITIES AND THE ROLE OF PARENTS**

The school offers extra-curricula opportunities for children to participate in a range of extra-curricula clubs including Art Club.

Parents/carers/volunteers are encouraged to participate in Art curriculum.

From December 2015 parents of EYFS and KS1 pupils will be invited to take part in an 'Art Family' Workshop. This is an after school workshop and aims to show parents how the subject of Art is taught across both the EYFS and KS1, the skills their children develop, and enables both pupils and parents to take part in Art activities together.

Parents are invited to support classroom activities, to join us for special events and to accompany us on visits.

### **LINKING POLICIES**

Special Needs  
Equal Opportunities  
Child Protection  
Health and Safety  
Music  
Physical Education  
English  
The Arts

### **Key Stage 1/Key Stage 2 joint Policy Statement:**

*Waterthorpe NI School and Emmanuel Junior School aim to work in partnership through curriculum leaders to:*

- *Share and develop policies and procedures*
- *Share and plan joint curriculum days and events*
- *Collect a portfolio of work in each school which can be used for monitoring progression*
- *Moderate samples of work*
- *Monitor the quality of teaching and learning*
- *Attend/ arrange/lead CPD together*
- *Plan the smooth transition of pupils between all year groups*

*The planned impact of this joint policy is to:*

- *raise attainment and improve progress across both schools*
- *Ensure a seamless transition between schools for the children*
- *Strengthen the relationships and shared support between subject leaders*

### **MONITORING AND REVIEW**

The Art co-ordinator is responsible for the management of the subject which will include the organisation of resources in a way provides consistency and ease of access throughout the school.

This policy will be monitored by the Art co-ordinator. A monitoring programme will be followed each year and will include monitoring reports, by the Art leader on the effectiveness of the policy. It will be reviewed in the Spring term of 2019.

## Equality Impact Assessment Template

<b>Name of policy or project being assessed?</b>	<b>Date</b>
Art Policy	27 <sup>th</sup> November 2015

<b>Priority Level</b>	
High	
Medium	
Low	X

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Kerrie Bryce</b>
<b>Others involved in the assessment (peer review/external challenge): Co-ordinator's Committee members</b>

<p><u>What are the aims of the policy or project?</u>  <b>To deliver a broad and balanced curriculum that responds to the needs of pupils and community of our school</b></p>
<p><u>Who is the intended customer/service user of this project or policy?</u>  <b>Staff, voluntary helpers, governors, children and families</b></p>
<p><u>What are the desired outcomes from this project or policy?</u>  <b>That the school provides a curriculum that stimulates children's' creativity and imagination through visual, tactile and sensory experiences. Pupils express what they see, feel and think through their use of colour, pattern, form and texture.</b></p>
<p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>  <b>All curriculum related policies:</b>                  Special Needs                  Equal Opportunities                  Child Protection                  Health and Safety                  Music                  Physical Education</p>

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English  
The Arts

**What are the racial, disability and gender equality implications of the policy or project?**  
The policy seeks to ensure that all children are given the equal opportunity of success in all curricula areas

<p><b>Does the policy or project have any significant positive impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p>The policy should include a positive action statement in relation to race, gender and disability - referred to in Inclusion and Equal Opportunities section.</p>
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<p><b>Does the policy or project have any significant adverse impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p>No</p>
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<p><b>Do you have any evidence?</b></p>	
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<p><b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b></p>	
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**Action to take :** -

<p><b>If you have indicated there is a negative impact, can it be justified?</b></p>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
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<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>N/A</b>	<b>YES</b>	<b>NO</b>
<b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b>			
<b>Please state how will you monitor the policy or project?:</b> Policy review in Spring term of 2016.			

Signed (Person completing the form):	Date: 27.11.15
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