



1. INTRODUCTION

The structure of the implementation of the policy and the development of a Long Term Plan is the result of discussions with the full teaching staff and the Defender of the Arts Co-ordinator. Consultation with parents will occur annually and the results of these consultations will feed into future discussions or/revisions to the policy.

The **Defender of the Arts** coordinator: Mrs. J. Swift

The governing Body are ultimately responsible in overseeing that this policy is being effectively implemented.

Their agents at school are The Head Teacher and Defender of the Arts Co-ordinator. All staff will be involved in the implementation of this policy.

2. PHILOSOPHY

Art should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word. All children should be taught techniques based on a range of medium, encouraged to use their sketch books to develop ideas, then be given the opportunity to explore a wide range of activities based on the visual elements. Art should be about experiencing, experimenting, developing and discussing. Teachers should see an activity as being part of a developmental process and opportunities sought to promote-

- Spiritual development
- Moral development
- Social development
- Cultural development

3. PROMOTING KEY SKILLS THROUGH ART AND DESIGN

- Communication
- Application of number [shape, space, scale, transferring images]
- ICT
- Working with others
- Improving own learning and performance
- Problem solving



- Thinking skills

4. EXPECTATIONS

Pupils should make progress in –

- Exploring and developing ideas
- Investigating and making
- Evaluating and developing work
- Developing knowledge and understanding

To ensure this they should-

- Develop drawing and painting skills
- Gather resources and materials to stimulate and develop ideas
- Use sketch books to develop ideas [this can include words and thoughts]
- Explore and use two and three-dimensional media, working on a range of scales
- Review and modify work as it progresses
- Develop an understanding of artists applying knowledge to their own work.
- Respond to and evaluate their own and others' work

5. ROLE OF THE COORDINATOR

Along with the Head Teacher –

- Oversee planning throughout the school
- Support and liaise with colleagues in the delivery of that curriculum
- Develop resources and keep abreast of developments in art education
- (See also Job Description)

6. ORGANISATION

Art is planned mainly through themes, which often have cross-curricular links. Painting and drawing skills are taught independently to ensure progression. National Curriculum requirements are incorporated at the planning stage with the visual elements seen as clear objectives in the development of the child's understanding of Art.

7. ASSESSMENT RECORD KEEPING

Assessment should be seen as part of the evaluation process within plenary sessions involving the children and seeing them as artists. The process for Assessment is set

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within the format designed for Visual and Performing Arts, PE and Design and Technology. Ideas should be discussed for extending work and possible further developments.

Work will be stored over the course of the year, then where possible examples kept by the art co-ordinator together with photographs and lesson plans. Children will select one piece of artwork per year to contribute to a growing personal portfolio.

8. PROCEDURES FOR POLICY MONITORING AND EVALUATION

The Policy will be reviewed according to the School's Development Plan Programme.

APPENDICES

I. COORDINATOR'S JOB DESCRIPTION

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II. RESOURCES