

**Wellshot Primary School**

**Art Policy**

**Rationale**

At Wellshot Primary School we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities.

Through this the children learn to make informed judgements and aesthetic and practical decisions.

Children explore ideas and meanings through the work of artists and designers. In line with the aspirations of Curriculum for Excellence, art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As a school we do celebrate and recognise the work children bring into school from home.

**Aims**

At Wellshot Primary School we aim to offer opportunities for children to

• foster an understanding and enjoyment of art, craft and design

• experience a broad and balanced range of art activities and show progression within these experiences

• show development of ideas and personal skills

• develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media

• develop use of a range of tools, media and processes

• develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work

• provide opportunities for studying historical, cultural and religious art

• Through art extend and enrich other curriculum areas

**Teaching and Learning**

The curriculum lends itself to an integrated approach to learning. Early years teachers plan quality learning opportunities for art. There is an emphasis on independence and self-initiated learning, which enables our young learners to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

In Primaries 4-7, staff use a variety of teaching and learning styles in art lessons relating to social studies topics and children’s abilities and experience. Activities are planned using the organisers in Curriculum for Excellence as a starting point and relate to a variety of cross-curricular links.

Our planning includes opportunities for

• Children to work individually, in pairs or in larger groups

• First-hand experience of using mixed media and other resources

• Use of a range of materials (2D and 3D), ICT and visits out in the surrounding area

• Evaluation of ideas and methods

• Children to see that their work is valued, celebrated and displayed around the school

**Cross-curricular links**

Opportunities will be provided to develop pupils’:

• Acquisition, understanding and use of vocabulary of art

• Creative skills;

• Knowledge and understanding of the world around them;

• Sense of time and place; awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

• ICT

• Literacy and numeracy

• Citizenship and PSHE

• RME

**Use of I.C.T**

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. The children also use the Internet to find out more about the lives and works of famous artists and designers.

**Literacy**

Art and design contributes to the teaching of literacy in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

**Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children’s understanding of shape and space through work in two and three dimensions.

**Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

**Equal opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

**Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning environment to increase the extent to which pupils with learning needs can participate and take advantage of the art curriculum both inside and outside school.

**Knowledge, skills and understanding**

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

1 **Exploring and developing ideas**

**Pupils should be taught to:**

a) Record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes

b) Question and make thoughtful observations about starting points and select ideas to use in their work

c) Collect visual and other information (for example, images, materials)

2 Investigating and making art, craft and design

**Pupils should be taught to:**

a) Investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

b) Apply their experience of materials and processes, including drawing

c) Developing their control of tools and techniques

d) Use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts

**3 Evaluating and developing work**

Pupils should be taught to:

a) Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them (Peer Assessment)

b) Adapt their work according to their views and describe how they might

c) Develop it further

**4 Knowledge and understanding**

**Pupils should be taught about:**

a) Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

b) Materials and processes used in art, craft and design and how these can be matched to ideas and intentions

c) The roles and purposes of artists, craftspeople and designers working in different times and cultures (for example, Western Europe and the wider world)

**5 Breadth of study**

Pupils should be taught the knowledge, skills and understanding through:

a) Exploring a range of starting points for practical work (for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments)

b) Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales

c) Using a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textiles, sculpture)

d) Investigating art, craft and design in the locality and in a variety of genres, styles and traditions (for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet)