

# Art Policy

## Aims of art

- To develop pupils visual awareness through sensory experiences and exploration.
- To develop motor, cognitive, sensory, and social skills through art experiences.
- To stimulate an interest and need to explore through supported work with paint, print, collage, 3/D and sensory work.
- To encourage personal responses to specific art activities and materials.
- To take an active role in the art sessions. Children will learn by doing.
- To promote communication/interaction between pupils and between pupils and staff.
- To increase confidence by becoming familiar with art materials and processes.
- To develop enjoyment in artistic expression.

## Teaching and Learning

- Children learn by doing. There should only be staff intervention when pupils need encouragement to participate. There is no value in doing the work for them. The children's work should reflect their ownership thus increasing self- esteem and confidence.
- There should be opportunities for the pupils to make choices and decisions for themselves.
- The process is as important as the end product. Often there will be no end product, for example in sensory work.
- Pupils will be presented with a range of opportunities and ways to experience and explore.
- At each stage the pupils undertake a balanced programme which takes into account abilities, aptitudes, sensitivity, and intellectual development.

## Planning

- Planning will usually be made on a weekly basis, considering CfE targets and building on pupil needs and responses.
- Planning cannot be rigid, ongoing adaptation is often necessary to meet the needs of the child.
- In partnership between the class teacher and the art specialist - to develop art activities that will continue exploration of a chosen theme.
- Integration of other areas of the curriculum, eg. music, movement to help pupils to fully explore and understand the content of session
- Lessons should be planned to enable the pupil to succeed.

## Structure

- Divide session into beginning, middle and end.
- The environment should be as quiet as possible e.g. free from outside noise.
- Pitch, content, appropriate for level of ability
- Take time to set up equipment properly before the session and check that everything is working.
- Be well organised, keep waiting time for pupils to a minimum.
- Know when to move on to the next step of session. Give pupils time.
- Focus on all members of group, praising good work.
- Sum up at end. Talk/discuss everyone's efforts, Keep it positive.

## Assessment

Is carried out through:

- Observation of the pupils response to stimulus
- Observation of finished work (where appropriate) and ways of working

At the end of each session the whole group should come together to discuss each pupil's response to the activity and where appropriate to make a comment on their finished work and how they achieved it. Praise should be given for any effort. Any sign of participation, however small, should be acknowledged as valuable and worthwhile.

## Things to look for

- Level of concentration
- Motivation
- Interaction, using materials to play with someone, having fun.
- Initiating a response to the stimulus.
- Communication - through words, sounds, gesture, facial expression and body language.
- Method of exploring - mouthing, using hands, using art tools.
- Exploring things separately or using two things together eg spreader and glue.
- Understanding of simple art process.
- Level of involvement in activity.
- Eye contact with people, materials and activity.
- Ability to work independently.
- Ability to make choices.
- Awareness of mark making.
- Problem solving
- Sense of ownership, response to praise.

Denice Stirling (Art Specialist) 2013)

Reviewed John Lochrie , Eileen McDonnell Sept 2014

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