

John Ruskin Primary School and Language Classes

Art Policy

Last review: January 2020

Next review: 2022



“Be Responsible, be fair, stay positive and care”

JOHN RUSKIN PRIMARY SCHOOL

A Policy for Art

Introduction

This document is a statement of the aims, objectives, principles and strategies for the teaching and learning of art in our school. Audits of both the art curriculum and resources have taken place.

John Ruskin art units have been written by teachers - topic orientated - have been introduced.

There has also been a process of consultation with teaching staff on the contents of a formal policy, the implementation of which has been a focus in the School Development Plan.

The Value of Art

"The purpose of art is to close the gap between you and everything that is not you and thus proceed from feeling to meaning." (Robert Hughes)

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. 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.

Art is concerned with creative and aesthetic responses to the visual and tactile qualities of the natural and constructed world. It is a unique 'visual language' through which responses to experience can be organised and communicated. In fact, it is sometimes the only language which will enable a true response to be given. Art values diversity and personal response, and recognises the importance of accepting and supporting the individual's self-image as an artist

Through art, skills, imagination and self-discipline can develop, as well as the capacity to make decisions and solve problems. Self-esteem and confidence develop through creative work and, because the visual language of art is not culturally specific, communication and expression can begin instantly. Art also provides an opportunity to learn about other cultures and develop an awareness of and sensitivity towards cultural differences.

For these reasons alone, art must be seen as an entitlement and not as an optional, purely recreational, or therapeutic subject. It is not to be seen as an activity solely to service other curriculum areas (although it has considerable cross-curricular value), nor as an area where children can teach themselves if provided with appropriate media.

Art and design education has two strands: creation and evaluation. The creative element involves exploring and developing ideas, and investigating and using materials, motor skills and tools to represent objects realistically and imaginatively. The evaluative element enables pupils to develop the skills to evaluate their own work and that of other artists and to understand the value and significance of art in societies and cultures

Art and the National Curriculum

The National Curriculum states that: "'Art and design includes craft. The term 'Artists' should therefore be interpreted as 'artists, craftspeople and designers'".

Art and design is a foundation subject in the National Curriculum. The knowledge, skills and understanding in the programmes of study set out in the DFEE/QCA 2000 publication 'Art and Design' identify the aspects of art and design in which pupils make progress.

The Reasons for Teaching Art

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Wherever appropriate art is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

The school values art as part of our children's entitlement to a broad and balanced curriculum, and recognises the important part art plays in visual education for all children.

Our aims in the teaching of art are:

- to ensure good practice in art education

- to enable all children, regardless of ability, gender or race, to build upon their natural pleasure in visual communication and provide opportunities for them to express themselves in an enjoyable manner

- to enable all children to find enjoyment in creative art and to see themselves as artists

- to enable children to become visually literate by their developing an appropriate vocabulary so that they are able to read and evaluate competently 2D and 3D works of art

- to develop creative and technical skills in the use of a range of materials and techniques

to develop aesthetic sensibilities so that children are able to make informed judgments about the work of a range of artists from their own and other cultures

to facilitate the children's design capability

to encourage a sense of purpose, achievement and fulfilment in artistic expression

to develop the children's ability to study and record the world around them analytically

The Knowledge, Skills and Understanding of Art, and the Nature of Art as a Subject

A balance should be sought between three important roles for art education;

a means through which children can learn in all areas of the curriculum (integrated art) This is especially important in the Early Years

as an end in itself (discrete art). Each practice (drawing, painting, collage, etc.) has its own unique areas of knowledge, skills, language, tradition and value

as a means to developing knowledge and understanding of some of the world's artistic and cultural heritage making particular links with, and extending from, the children's own cultural background and experience.

Children will be given access to:

teacher-directed learning activities planned for continuity and progression

self-directed or negotiated activities with the opportunity to work at their own pace, making choices about the content and direction of their work.

The programmes of study for each Key Stage provide the framework from which a balanced provision must be found.

A Broad and Balanced Curriculum

In order to deliver the National Curriculum objectives successfully, and to hold true to our philosophy of art education, a range of experiences is offered to all children, together with opportunities to develop particular skills and techniques.

Equality of Opportunity

As stated in the school's Equal Opportunity Policy, all pupils in the school are entitled to access to the art and design curriculum, and such access will always be facilitated whether by, for example, adapting classroom layout to cater for individual needs, or by celebrating art from a pupil's own cultural heritage.

Gifted and Talented Pupils

As set out in the school's Policy for Gifted and Talented pupils, children who show a specific aptitude in art and design will be recognised and nurtured. Their particular needs will be met through creative stimulation and enriched and extended curriculum opportunities in order to develop higher levels of skill.

Language Unit and Pupils with Special Needs

Class teachers will seek to give sensitive support for individual needs, either through the availability of a range of appropriate resources, by the differentiation of activities (by outcome, or otherwise), or by the provision of extra adult help. Pupils with learning difficulties may find opportunities to excel in a 'non-academic' subject, whilst others with particular ability for artistic flair, are able to extend their expertise through the use of more advanced techniques and materials.

The nature of the very specific language difficulties that the children have who attend the language classes, dictates that the focal point for all curriculum areas is to develop their overall language and communication skills. Art in the language classes is a high profile subject. It is a therapeutic area that synthesises a wide range of skills, e.g. motor, perception, concept development, etc.

There is a strong focus on the process, where the children are able to explore an expressive form of non-verbal communication. Therefore, it is implicit that the language classes work within the whole school art policy, but with a different initial objective, to accommodate each child's Individual Education Plan.

Organisation

The National Curriculum Programmes of Study for art and design at Key Stages 1 and 2 are translated into practical plans through the DFEE/QCA scheme of work published in 2000.

The predominant mode of working in art and design is through individual work, although co-operative group work and whole class teaching are used as appropriate. Within this framework, groups are usually of mixed ability and co-operative research and discussion is encouraged. The Programmes of Study for art and design are taught by the class teacher. Support Staff may assist in the classroom with the preparation of materials and in supervising group activities. They also accompany classes on outings and gallery/museum visits as well as demonstrating specialist skills.

Assessment and Recording

Pupils are informed of their own individual progress in art through verbal feedback on work.

Formative assessment is used to guide the progress of individual pupils. It involves identifying progress, assessing what has been learnt and planning the next stage of learning. Formative assessment is, in the main, carried out informally by teachers in the course of their teaching. Suitable tasks for teacher assessment include:

- small group discussions in the context of a practical task
- specific tasks for individual pupils
- individual discussions where children have the opportunity for self-assessment.

Pupils are taught to review what they and others have done, to express an opinion and to identify what they might change in current work or develop in future work.

Recording progress in art is contained within the teacher's medium and short term planning. A method of sampling specific art activities has been incorporated into the school's overall monitoring system and a referencing system established.

Progress in art is reported to parents on a termly basis through interviews and, annually, by written report.

Resources

The school aims to provide the best resources we can afford to avoid the child experiencing lack of success and disappointment.

The school has its own kiln for clay firing. Only certificated personnel may load and fire the kiln.

All resources will be kept in the Art room. Anything you require for the art room can be taken to your classroom but must be put back after use.

Schemes of work

The school has adopted the National Curriculum 2000 scheme of work for art and design as a basis for art teaching, but from September 2004 will be amending this to add units appropriate to the new school curriculum.

Artists in Residence, Gallery Visits

The school is committed to forging links with the local community and, to this end, seeks to encourage a partnership between pupils and artists in residence. Visits to galleries and museums occur at regular intervals across the Key Stages.

Foundation Stage

The school recognises the valuable place of art in the education of Nursery and Reception pupils. Appropriate art activities/learning opportunities for this age range can be found in the Foundation Stage Curriculum document. Teachers in the Foundation Stage will plan lessons based on the Early Learning Goals for Creative Development.

Health and Safety

The school's policy refers to health and safety issues in art and design activities and gives advice on the safe use of equipment and materials.

Staff Development

The school is committed to enabling staff to enhance their subject knowledge and professional expertise by funding courses and by sharing and utilising in-house specialist subject knowledge.

The Role of the Art Co-ordinator

- To be responsible for art development and the implementation of school policy
- To be available to update, inform and support staff as necessary
- To advise/suggest appropriate teaching styles
- To act as a resource for knowledge and skills
- To be responsible for monitoring provision, organisation and resources.

Guidelines for display at John Ruskin Primary

1. Work displayed should show the diversity of work covered by the class. There should be one Literacy and one Maths display at all times.
2. Work should be changed termly, to show work covered in the Autumn, Spring and Summer terms.
3. At the start of the academic year, work should cover all display boards by the end of the first half term, and should subsequently be changed termly.
4. All work should be mounted. It is optional whether display boards have borders.
5. Work should be displayed according to JRS Equal Opportunities Policy and should show work from less able children as well as high achievers.
6. A hall display will be presented termly, this will be on a topic agreed by the Art Co-ordinators, and again this work should show work from a range of abilities
7. At various points in the Year, you may be asked to present work for a special display – for example Black History Month.

Policy Review

This policy will be reviewed in September 2022.

Rasna Khatun January 2020

John Ruskin School and Language Classes- Equality Impact Assessment Form

(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Art

2. Aim(s) of the policy or practice being assessed:

Stating the aims and objectives of teaching art in the school

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Eric Clotey

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☐

Parents and carers

☐

Governors

☐

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list) _____


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☒ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list) Selection of monitoring of work, lesson observations....
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?



Tick all that apply:

- ☐ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☐ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 



9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

- ☒ No – Go to Section 3
- ☐ No – insufficient evidence to make a judgement–  Go to Section 3
- ☐ Yes  - these being:
- ☐ children or people from different ethnic backgrounds
 - ☐ disabled children or people
 - ☐ boys or girls, men or women, people who identify as transgender
 - ☐ people of different ages
 - ☐ children or people with different religions or belief
 - ☐ children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

- ☒ No
- ☐ Yes 
- ☐ Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

- ☐ There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion
- ☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions
- ☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Rasna Khatun – Art co-ordinator
Names and titles of any other people who assisted with this assessment:	
Date:	January 2020
Date of next review:	September 2022
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

