



North Ridge High School

Art Policy



Curriculum Policy for Art

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Article 23: a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to provide support to disabled children and their families.

Article 28: every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Discipline in schools must respect children's dignity and their rights.

INTENT

Purpose/Rationale

This policy outlines the purpose, nature and management of Art taught in our school.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

(NC 2013)

Overview

To produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and

design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Aims

Art education aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

IMPLEMENTATION

Teaching & learning

All KS3 students have 2 lessons a week timetabled for Art. KS4 students are encouraged to choose to take performance art which leads to accreditation.

- Students to be encouraged to learn through observation and investigation.
- Students are to be encouraged to use a variety of media which will include: drawing, painting, printing, collage, textiles.
- Teachers will explore innovative ways for students to express their ideas and work using performance media and technology.
- Students will be given opportunities to gain experience and observation skills by school visits e. g. to museums, parks.
- Teachers will use a wide range of resources and approaches should be used, catered to the pupil's needs.
- Teachers will embed the principles of 'Ask It' into teaching and learning in art (creative and critical thinking).
- Students will use their Art Journals to plan and develop their work.

Teachers will provide opportunities for the wider community of school, governors, parents and carers to inform and have access to our schools arts programme through performances, exhibitions, concerts and the internet offering at least one of these once a year.

Planning

Planning will be in line with the school planning policy. It will cover all the topics and teachers will follow the guidance provided. Planning will have clear learning objectives, success criteria and be suitably differentiated. All students learning styles will be taken into account.

Safety

- We aim to teach Art in a safe environment.
 - During Art lessons, students are to be properly supervised.
 - They should be made aware of the potential danger of water or paint spilled on the floor.
 - Students should be shown how to use scissors safely.
 - Students should wear protective gloves when using dye or any other potentially harmful substance.
 - Particular care should be taken when using Plaster of Paris, when it is mixed with water and left to harden, heat is given off. Therefore children should be warned not to put their hands or any other part of their body in the mixture as this can cause severe burning. When mixing Plaster of Paris a wooden spoon should be used and protective gloves should be worn.
 - The use of Mod-roc (plaster impregnated bandage) to construct masks and sculptures should be done under adult supervision.
- Craft knives are only to be used by adults and when cutting, a green cutting mat and a metal safety ruler should be used.

IMPACT

Knowledge, Skills and Understanding

- Pupil will use critical and creative thinking skills when producing their Art work.
- Pupils will be able to analyse and evaluate their work and understand how to further develop their work.

Assessment, Recording and Reporting

KS3:

Art is recorded, reported and assessed by the following:

- Art Journals/large folders/ creative books
- Records of Achievement
- B-squared assessment tool
- Self-assessment faces completed by pupils

KS4:

Art is recorded, reported and assessed by the following:

- Work files
- Accreditation (AQA Entry level certificates)
- ASDAN
- B-squared assessment tool
- Self-assessment faces

Staff Development

Key Stage staff to meet once a term to share ideas and resources on teaching Art. Peer mentoring and observations are well used to support the development of staff skills in teaching Art.

Resources

A wide variety of resources should be made available.

Topic, teacher resources, pictures, posters and reference books are in folders or boxes kept in the Art Room and stock cupboard.

Monitoring and evaluation

The Head teacher, Assistant Head, the Art Co-ordinator, Assessment Co-ordinator and teachers, monitors Art having identified priorities, the SLT and Art Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by *Governors*: 27/1/2020

Date of review: Jan 2022