



Jockey Club Sarah Roe School  
賽馬會善樂學校

# Art policy

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**This policy is for students, through different art activities, to explore, discover and become inventive in the use and application of art materials and media and to develop their design capability.**

### **Rationale**

In our school we believe the study of art forms a crucial part of the education of the whole child. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and is a unique way to understand and respond to the world. It also facilitates students in expressing and communicating with others. Art increases the student's visual and intellectual awareness through direct participation in practical skills, developing aesthetic awareness, self-confidence, self-esteem, originality, imagination, problem solving, concentration and discipline.

### **Aims and Objectives:**

- To develop knowledge and skills through exploration of materials and use of specific techniques developing their ability to form, compose and communicate in two and three dimensions.
- To develop creativity and imagination through a range of complex activities and media.
- To give students the opportunity to experience and respond to the artistic work of others and to foster an awareness of the influence of art and design in everyday life.
- To enable students to record from first-hand experience and imagination, and to select their own ideas to use in their work
- To encourage students to evaluate their own work and that of others
- To develop increasing confidence in the use of visual arts and tactile elements and materials
- To give students the opportunity to experience and respond creatively to the world around them, recording from direct observation and personal experience.
- To provide opportunities for students to experience, explore and develop skills in a wide range of materials, tools, processes and techniques.
- To provide opportunities for students to explore and experiment with the visual language of art and design and to talk about their own work and the work of others.
- To provide opportunities to explore a variety of art, craft and design from different periods, countries and cultures and to develop an awareness of their own environment and culture.

## **Teacher Planning**

Six classes (primary classes and early secondary classes) use PYP curriculum framework. The staff reference the UK National Curriculum for content. Secondary classes use Asdan Programme. Art is taught both on stand alone or embedded in our PYP curriculum and ASDAN programme.

There are 4 strands in Arts that we focus on:

1. Creative Processes
2. Elements of Art and design
3. Reflection and Appreciation
4. Visual Arts in Society

## **Information and Communication Technology**

We use ICT to support Art and Design teaching when appropriate. Students use computer graphics and related software in designing their own work. We also use CD ROMS and Internet to research pictures, video clips of famous artists and designers. Visual information can be collected by using digital and video cameras.

## **Monitoring**

### **1. Role of Vice Principal:**

The role of the vice Principal is to oversee the curriculum in action in school and Give advice.

### **2. Role of art co-ordinator:**

The role of the Art co-coordinator is to:

- To inspire an enthusiasm for the subject and advise staff when necessary
- To ensure continuity of progression in work across the primary and secondary
- To write and evaluate an annual action plan as part of the School Development Plan
- To co-ordinate with other colleagues or professionals such as therapists on how art can be implemented e.g. Sensory Art with Occupational Therapists.
- To monitor the schemes of work to ensure progression and continuity in Art throughout the school

- To act in an advisory capacity and encourage “good practice”
- To promote and link ICT in Art
- To manage a budget and the ordering and maintaining all art materials used in school in consultation with other members of staff
- To take the lead in policy development and update the policy when required

### **3. Role of teacher**

The class teachers are responsible for planning and teaching Art in their Units  
or  
Modules with reference to schemes of work or QCA materials.

### **Community Links**

- Each year our school participates in the Art Project “Seeing is Believing” organised by the Youth Arts Foundation. Students have the opportunity of participating and viewing their artwork displayed in public. Class teachers may, with reference to their PYP Unit of Inquiry or module, organise visits to local galleries and craft exhibitions. They may visit sites of artistic and cultural interest to stimulate artistic ideas such as Art Jamming.
- We organise our Annual Art Exhibition. This is to celebrate the creativity and achievement of our students and also promote our community links with other schools other than ESF schools.

### **Resources**

- There are a wide range of art resources to support the teaching of art across the school.
- The resources are kept in the Art Room.
- There are some CD ROMs and books on Art in the Library for teachers and students to borrow.
- Teachers can request in advance for art resources they need for a particular module.

## **Health and Safety**

Health and safety is an important area in Art. The number of students doing art in the Art Room is limited to 8. Teachers should be aware of the safety issues when teaching Art in particular handling sharp tools and other equipments. Students should be taught and develop positive attitudes to the safety of themselves, others, tools and equipment. Any specific issues relating to health and safety which need immediate attention should be brought to the attention of the Vice Principal.

## **Criteria for evaluating the success of the Policy**

This policy will be reviewed every three years by the Coordinator after discussion with the teachers and School Council representative.

- Teachers are fully aware of PYP and ASDAN curriculum requirements.
- Teachers are competent and confident in the teaching of art. Support is given to teachers that require assistance
- Art is planned across the curriculum.
- Art is embedded in PYP Units of inquiry and ASDAN programme.