



ART POLICY

The Nature of Art

Art, Craft and Design extends children's direct experience of their world and materials. It encourages their discovery of the expressive and functional possibilities of these. It extends children's awareness and knowledge of works of art, craft and design from their own and other cultures.

Aims

The core curriculum for art and design 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

Objectives:

National Curriculum Subject content:

Key stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.

Teaching and Learning

The teaching of Art is taught by the class teacher and forms parts of units of work that link to other curriculum areas.

Early Years Foundation Stage [EYFS]

The Early Years Foundation Stage will provide children with an opportunity to explore and experiment with a variety of resources and tools in this area. The EYFS follow the national expectations laid out in the EYFS documentation, culminating in the end of Foundation Stage expectations. Art and Design outcomes are met through Early Years expectations in 'expressive art and design.'

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in art lessons. The principal aims are to develop children's knowledge, skills and understanding in art and design. Teachers ensure that the children apply their knowledge, skill and understanding when developing ideas. This is done through a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. They have the opportunity to use a wide range of materials and resources, including ICT.

In Art, the following approaches will be used, and be evident in pupils' books in key stage 1 and sketchbooks in key stage 2, in order to ensure that the Art learning opportunities are consistent and as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school.

There is a mixture of practical work and theory within art:

- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work
- Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others
- Children look closely at the natural and man-made world and record what they see
- Children have the chance to work individually and collaboratively
- Children are provided with a variety of materials, tools, and resources for practical work
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and evaluate their work, questioning, comparing and explaining ideas.

Children's Art, Craft and Design Activities

The school's approach to the teaching of art, craft and design is that it is relevant and enjoyable. The range and balance of the activities undertaken by the children ensures progression and continuity.

Children's Records of Their Work

Children record their work in a variety of 2D and 3D forms including pictorial, symbolic, diagrammatic, assembling, moulding and carving.

Cross-curricular links

English: use of reference books to research artists and the history of art. Art can act as a stimulus for creative writing.

Computing and ICT: use of specific graphic programmes to develop both art and computing skills. These can be accessed in classrooms and the computer suite.

Mental health

Art is a means of communicating ideas, feelings, and solutions in a way other than verbally or written. Creative expression helps children articulate their feelings and thoughts. (See Mental Health policy)

Role of the class teacher

Class teacher is responsible for teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has created it.

Role of the Subject Leader - Louise Shaw

- Produce the Art Policy
- Produce the Art development plan with realistic and developmental targets.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Purchase and organise the appropriate art resources.
- Attend relevant in-service courses and feedback to staff new information and ideas.
- Liaise with the link governor.

Health and Safety

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. All children are taught to use and look after equipment safely and correctly. Children are supported appropriately by adults when using cutting equipment. Children are covered with aprons when necessary e.g. whilst painting, using clay etc. Most art activities are undertaken in appropriate resource areas that have wipe able surfaces and floors. The children are encouraged to tidy both themselves and the areas of work. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher.

Equal Opportunities

All children regardless of race, gender and physical and intellectual ability will be given access and opportunity to use art equipment and develop their skills. Adult supervision and encouragement will be provided to small groups and individuals where appropriate. SEN children are actively encouraged to use art and 3D media to develop an understanding of other curriculum areas such as making the alphabet in clay. There is opportunity to explore and learn about other cultures that children in the Western world might not be familiar with. The school policy on Equal Opportunities should be consulted.

Assessment for learning

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. Class teachers will make judgements on the work carried out by pupils, using the National Curriculum statements and Art progression document. Teachers will take photographs to evidence pupils' achievements and forward these on to the Art co-ordinator. At the end of each year a written report is given to parents about their child's achievements in art.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Resources

Art resources and equipment are stored in the resources room, this includes a basic stock of paint, brushes, paper, glue, crayons and more specialist equipment such as textiles, paints, clay, printing blocks and rollers.

Monitoring and Review

Teaching and Learning for Art and Design is monitored by the Art Co-ordinator through the:

- Monitoring of planning Learning Walks
- Scrutiny of Work
- Moderation of work
- Discussions with Children
- Staff Meetings and Staff Audits
- Evidence to be collected and stored in a portfolio.