



Art Policy March 2020

Introduction

'Art' should be interpreted as 'art and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.

The implementation of the policy is the responsibility of all the teaching staff.

Rational and purpose

At Primary School art, craft and design has a significant and valuable role to play in the overall ethos of this school.

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 a 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 social and personal skills. Children are encouraged to reflect on their personal development throughout, in a positive and supportive way. Wherever appropriate work is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Aims

The school should ensure that all children:

Have clear access to a broad and balanced, enriching curriculum.

Enjoy an active involvement in art, craft and design.

Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.

Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.

Have opportunities to learn about art from different times and cultures.

Become visually literate and able to identify and apply the key elements of art.

All pupils will be given equal access to the experience of the art.

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

Develop knowledge about great artists, craft makers and designers, and have some understanding of historical and cultural impact.

Objectives

In their own work children should be able to:

Show development in their ability to create images.

Work with confidence in two and three dimensions and on a variety of sizes and scales.

Experiment with a wide range of different media

Select media and to decide how they are to be used in the work to be undertaken.

Understand and use the language of art, craft and design when relating to their work and the work of others.

Develop an increasing ability to analyse and record the world about them.

Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.

Record in sketchbooks or work journals.

Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.

Evaluate and discuss the outcome of their own work

Develop the ability to justify decisions taken concerning the process of their own work.

Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.

Recognise the difference in approach taken by artists, crafts people and designers in their work.

Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.

Relate their artwork to other curriculum areas.

Use art as a medium to give expression of their world.

Teaching and Learning Strategies

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.

Use a variety of approaches that are matched to the activity and the ability of the children.

Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest, i.e. local buildings of interest such as Dover/Deal or Walmer castle, The Roman painted house, The Turner Margate as well as appropriate galleries.

Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum, they should be aware that the session is an art investigation and that they are therefore focusing upon art skills.

Develop clear links between art and design technology to provide opportunity to develop the children's ICT capabilities.

Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.

We endeavour to encourage the children's development of personal and social skills, to be fully inclusive and give equal access for pupils to access learning.

Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

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

Learn 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.

Pupils should be taught:

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]

Learn about great artists designers in history

Matching tasks to pupils' abilities

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Use of Sketchbooks

Within Reception children's work, ideas and development is recorded within their learning journey books.

Sketchbooks are used from year one through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record for children allowing children to reflect and evaluate and develop ideas fully. All children use a sketchbook that is a similar in format as sketchbooks will travel with the children throughout the school journey.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

A record of what has been seen

Preparatory studies for further work

The development of ideas for further study

A record of the basic skills development

Photograph and other illustrative material to support ongoing work

Colour schemes and trials

A record of observations seen outside the classroom which will be used as a reference material for further work, for example on a school visit

Details of something that will be drawn or painted in entirety

ICT prints and image manipulations

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Organisation and Management

The key stage plans are based on time allocations as follows:

Reception- on-going within plan, do and review and knowledge and understanding of the world.

Year 1 and 2 - average 60mins every week

Year 3, 4 5 and 6 – 60mins every week

This equates to a minimum of 1 hour a week or the equivalent. The acquisition of skills and learning in art is best scheduled on a weekly basis. In Early Years the study of art will be included within the Knowledge and understanding of the World area of learning.

Role of the Co-ordinator

Produce the Art Policy and the Key Stage plans that meet the statutory requirements.

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.

Co-ordinator to purchase and organise the appropriate art resources.

Attend relevant in-service courses and feedback to staff new information and ideas.

Monitor Teaching and Learning.

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 so as 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 made it.

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. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the art coordinator or Head teacher.

Cross curricular learning

Schemes of work are planned creatively to harness learning opportunities from across the curriculum. The nature of art teaching should not be 'watered down' as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

Annual Art Programme

Visits to galleries, exhibition and workshops are encouraged to enhance learning. Displays are regularly up dated and reflect the work of the pupils throughout the year. Arts weeks are planned to give opportunity for all children and staff to partake in a focussed and shared approach with training and artist led learning.

Monitoring and evaluation

The art co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of art teaching and learning.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the overview assessment document which is included within every pupils sketchbook allowing frequent assessment and review of specific skills.

The art, craft and design development is reviewed with the head teacher and recommendations for development are recorded as part of the ongoing school self-evaluation programme which review intent implementation and impact.

To be reviewed: March 2022