

Stretton Handley CE (VC) Primary School Art Policy



At Stretton Handley CE (VC) Primary School, all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects and Religious Education.

1.Aims

Our aims in teaching art are that all children learn to:

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

EYFS Curriculum

Early Years Foundation Stage: During Reception, children are working towards achieving the Early Learning Goal. To get to this level, children should to be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role play and stories.

The National Curriculum

The National Curriculum prescribes that at 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 their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, 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.
- About great artists, architects and designers in history.

2. Implementation- Planning and Teaching

Art and Design is an integral part of the school curriculum and is embedded into the planning and may be taught discretely or as part of a wider topic. Teaching and learning time is managed effectively to allow children to work on sustained pieces of work.

EYFS

In the Early Years Foundation Stage pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage pupils use colour, shape, pattern, and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials, and significance of a variety of art works.

Learning environment

Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity. Planning for art and design is provided for in medium and long-term plans.

Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, pupils are required to show their progression in their sketchbook.

Progression and achievement is tracked against progression of skills document by each class teacher.

Contribution of art in the core curriculum

English – Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths – Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing – I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE – In art lessons children are taught to discuss how they feel about their own work and the work of others.

RE- Children understand that art as a vehicle to express faith. They explore how beliefs and concepts in religion may be expressed through the creative and expressive arts.

British Values and SMSC

Art is integral to teaching children about British Values and nurturing the Spiritual, Moral, Social and Cultural values for all children.

Through art we aim to

- develop a sense of enjoyment and fascination about themselves and others
- Use their imagination and creativity to reflect on their experiences
- Develop a range of social skills when working with others
- Have a developing appreciation and understanding of a range of cultural influences
- Participate and respond to artistic opportunities.

3. Impact

We measure the impact of our art curriculum using various formative methods of assessment, including self and peer assessment. Children are able to evaluate one another's work, offering constructive advice and points of development. Children's work will be evidenced in topic books, on-going sketch books and classroom displays.

The intended impact of the Art Curriculum is that the majority of children in each year group are working at or above the expected level for their age.

In addition, it is the intended impact that the children:

- Are inspired by the Art Curriculum and want to learn more. Their enquiry skills are improved as is their inquisitiveness about the world around them
- Show the progression in their skills, knowledge and understanding in the work in their books.
- Can discuss the learning and remember what they have learnt.
- Can identify some key artists and talk about their work.

Equal opportunities, Special Educational Needs and Differentiation

Teachers ensure that all children are able to access the curriculum through planned and differentiated lessons and resources.

Teachers ensure that all children are able to access the art curriculum and support is provided through differentiated resources and focus activities where need is identified to both support and challenge students within their work.

The subject leader

The subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

The subject leader will offer support to colleagues and share their expertise and experience where possible.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

Resources

Each classroom has basic art resources maintained by the individual teachers. A well- resourced 'creative area' in the EYFS classroom is available for children to access.

Displays

The school promotes the displaying of artwork in classrooms.

It can influence how children feel about their environment, convey standards, and promote high expectations.

We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school, and respond to the children's interests.

Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

Children are supervised at all times during activities.