

## Policy for Art

### Rationale

“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.”

(Art and Design NC Document, DfE September 2013)

### Aims

Our aims in Art are:

- to develop pupils art abilities by teaching them to use materials, tools and techniques for practical work;
- to provide opportunities to experience creative, imaginative and practical skills using a wide range of materials;
- to provide pupils with opportunities to develop specific skills by using the knowledge and skills gained in other curriculum areas;
- to provide opportunities to experience the work of artists, crafts people and designers in a variety of genres and styles.

The aspects of Art and Design in which pupils will be expected to make progress are:

- Exploring and developing ideas
- Investigating and making art – craft – design
- Evaluating and developing work
- Developing knowledge and understanding

### Outcomes

During the key stage, pupils will have been given the opportunity to develop their knowledge, skills and understanding by:

- a) exploring a range of starting points and a variety of sources for practical work (for example, themselves, their experiences, stories, natural and made objects and the local environment)
- b) working independently, and collaborating with others, on projects in two and three dimensions and on different scales
- c) using a range of materials and processes (for example, painting, collage, print making, digital media, textiles, sculpture)
- d) investigating different kinds of art, craft and design, including those of different artists and cultures.

### Organisation

Each year group teaches art termly, thus teaching three Art units by the end of each year. Medium term plans are drawn up by the art subject leader in conjunction with Senior Management. These show the lessons, activities and experiences that will be offered in each scheme, using the relevant programme of study. In addition, they show how lessons will be carried out, what resources are required and specify what the pupils are intended to achieve during the lesson from each focused task. Class teachers follow the Medium term plans to identify learning intentions, key vocabulary and differentiation. There is also a Skills Progression framework for Art, which demonstrates how the skills across the school develop in all year groups.

During each year, Art and Design lessons should comprise activities that cover visual and tactile elements including:

1. colour,
2. pattern and texture,
3. line and tone,
4. shape, form and space.

Across the Key Stage, children are given opportunities to develop Art and Design skills through:

- observation work
- investigating a range of materials and processes
- using a range of tools and techniques
- reviewing and evaluating their work and that of others.

### **Teaching and Learning**

A variety of teaching styles are used and a range of learning experiences offered. These include:

- teacher modelling
- explaining
- discussion (small group & whole class)
- independent work
- group activities
- cross-curricular activities.

Through the teaching of schemes of work in all year groups children are given a range of experiences. Most schemes involve an element of skills and techniques, which are usually delivered through teacher modelling and independent or group tasks. Learning intentions and expectations are made clear and pupils learn at their own level. Within each scheme children are given the opportunity to use the skills and techniques they have learned to produce their own piece of work. This is an opportunity to create an independent piece in which children can make use of their own ideas and imagination.

### **Assessment, Recording and Reporting**

Assessment of the children's work is continuous. Lessons can be planned according to children's level of understanding or attainment in a particular lesson. Additional help or extension tasks can be given to individual children as and when required. At the end of every term teachers complete the Foundation Assessment Grids, which are analysed by the Art-Coordinator, and feedback is shared about the progress of the pupils.

### **Self-assessment through evaluation**

As self-evaluation plays a big part of artwork, children become aware of their own successes and failures and develop the ability to make or suggest improvements to their own work. This is particularly effective when task objectives are made clear at the outset. Pupils are also involved in the assessment of the work of their peers by being given opportunities to recognise achievements and also give advice on how to improve work.

The teachers, in order to make an accurate assessment, use their judgement based on the lessons they taught and the photographic evidence.

At the end of each year the annual written report to parents provides comments on pupils' progress and achievements in Art and Design.

Termly parents' evenings provide opportunities for:

1. parents to discuss pupils' achievements;
2. teachers to show work to parents;
3. parents to observe Art and Design work on display.

### **Special Needs**

Pupils with special educational needs will be encouraged to participate in all Art and Design activities. This will be achieved through the support of the teacher, TA or other pupils, through appropriately differentiated tasks/activities, or by modifying tools. Where children are visually impaired or have difficulties manipulating tools, particular care must be paid both to their safety and the safety of others. As with all pupils they should only be allowed to use equipment if they have been taught to do so and have demonstrated the ability to do so correctly and safely.

### **Equal Opportunities**

All pupils will be given access to every aspect of the Art and Design curriculum. No child will be excluded from Art and Design activities on the basis of gender, ability, ethnic or cultural background. All pupils will be given the opportunity for success and will be shown that their work is of value.

**Resources**

The majority of resources are kept in a well-organised and labelled cupboard and classroom space. The stock is audited on a termly basis to ensure that appropriate resources are available for schemes to be taught. Other resources are available from the Co-ordinator's room or are purchased when required.

**Health and Safety**

Health and safety issues are always recorded on lesson plans and are explained to children at the start of every lesson. Staff are to refer to the *Health and Safety* policy if they have queries about the use of particular tools or materials, or they should see the Co-ordinator for current advice or legislation. Children are always taught to use tools and equipment safely and correctly and are always supervised when necessary.

**Gifted and Talented**

Children identified as gifted and talented in art will be given the opportunity to extend their knowledge and develop new skills.

This policy will be monitored and reviewed by the Art Co-ordinator on an annual basis.

Policy updated: March 2020

Staff responsible: Eleni Zerva

This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body/Local Authority: \_\_\_\_\_(signature)

\_\_\_\_\_ (printed)