

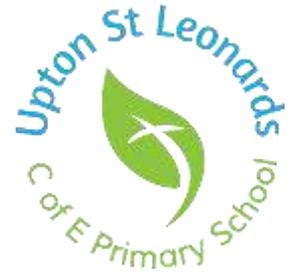
Policy: Art Policy

Date: March 2017

Review date: March 2019

Authorised by: Governing Body

Updated by: Art Subject Leader



Introduction

The purpose of this policy is to define the entitlement for pupils to an education in Art and Design and how that entitlement is founded upon the National Curriculum for Art and Design (2014). All pupils are entitled to a broad and balanced curriculum. It is our vision that children will leave our school with a foundation of key skills- linguistic, mathematical, scientific, creative, technical, physical, personal and social. Although specific creative skills must be taught, Art and creativity also have an important role in supporting many areas in the curriculum.

Art and Design is a foundation subject, which stimulates creativity, imagination and spirituality. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. They learn to explore ideas, values and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on life today as well as on different times, cultures and faiths, and how it contributes to the culture, creativity and wealth of our nation.

As a Church of England School we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are Courage, Perseverance, Creativity, Service, Trust, Respect and Responsibility.

Aims

Art and Design should contribute to the development of the whole child; emotionally, aesthetically, spiritually, intellectually and socially. It should create in the child a sense of enjoyment and purpose, while encouraging each child to have high personal expectations and to feel a sense of achievement.

The school uses the Cornerstones schemes of work in Years 1 to 6 and these are founded upon the National Curriculum for Art and Design (2014), which has the following aims:

That all pupils should:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in using drawing, painting, sculpture and other creative expressions
- evaluate and analyse artistic 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

Through our teaching here at Upton St Leonards Church of England Primary School we aim:

- To provide a broad, balanced and rich programme of Art and Design activities that build on children's prior learning and achievement.
- To develop every child's creativity and imagination in order that they are confident, excited and inspired to learn.
- To create an environment in which every child feels their work is valued and worthwhile; where they can follow their own lines of enquiry and exploration and express their inner feelings knowing that they will be treated with respect.
- To encourage high self-esteem by ensuring that every child experiences success at their own level and by allowing time for children to evaluate their own and other's work, supported by an ethos of trust and respect for self and others.
- To experience and experiment with a wide range of materials, tools, techniques and develop skills accordingly, whilst encouraging children to work safely.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craft makers, architects and designers.
- To encourage aesthetic appreciation of form, colour, texture, pattern and design as seen in the environment and as represented by other artists, designers, architects and craft makers and to use them to communicate what they themselves see, feel and think.
- To increase their critical awareness of the roles and purposes of Art and Design in different times, faiths and cultures.

Teaching and Learning Art

Our school uses a variety of teaching and learning styles in Art and Design lessons in order to develop the children's knowledge, skills and understanding. We ensure that we enable children to explore and develop their ideas, with opportunities to evaluate and develop work further. We do this through a mixture of whole class teaching, group, paired and individual activities. Children are given opportunity to work on a variety of projects in two and three dimensions, and on different scales. In KS2 pupils are taught how to use sketch books to record their observations and to review and revisit ideas. Children use a wide range of high quality and stimulating materials and resources and use ICT wherever appropriate to enhance their learning.

Art will be;

- taught from planning based on the Cornerstones Imaginative Learning Projects and Progression of Skills;
- integrated as a subject across the curriculum where appropriate, although at times specific skills may need to be taught discretely.

The contribution of Art to other subjects

Art can help children to use and apply knowledge, skills and understanding developed in other curriculum areas. Art helps develop fine motor skills and co-ordination, and enables many children to freely express their ideas and feelings. It can enhance learning in subjects concerned with people's needs, faiths, cultures and beliefs, such as RE and PSHE. It provides opportunities for our core values to be woven into teaching and learning, such as interpreting values through creative media and thinking about the 'values messages' being communicated through the work of artists and designers.

Art Curriculum Planning

At Upton St Leonard's Primary School we use the Cornerstones cross-curricular Imaginative Learning Projects and the long and medium term plans that are based on their progressions of skills. It provides a structured approach to our planning, ensuring skills are taught and re-visited in a progressive way so that there is increasing challenge for the children as they move up through the school. This skills based approach also allows planning to be flexible and adaptable in response to the children's needs and interests. We plan activities in Art and Design that build upon the prior learning of the children and give children of all abilities opportunity to develop their skills, knowledge and understanding. The Cornerstones creative learning philosophy involves 4 stages during an Imaginative Learning Project: Engage (a memorable experience), Develop, Innovate and Express.

Teaching plans will;

- be based on this policy, our Cornerstones Imaginative Learning Projects and progression of skills, and the National Curriculum (2014);
- clearly identify learning objectives;
- support and enhance learning in other curriculum areas;
- be made available to the Art Subject Leader who is responsible for reviewing plans.

The Foundation Stage

Expressive Arts and Design is one of the seven curricular strands in the Early Years Foundation Stage Framework. We relate the creative development of the children to the objectives set out in the Development Matters Statements and the Early Learning Goals, which underpin the curriculum planning for children aged from birth to five. The children's learning includes art, music, dance and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. Children learn to be creative as well as respectful, both of their own and others' work, as well as any creative resources and equipment.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of imaginative and enjoyable activities that they respond to using the various senses. We give them opportunity to work alongside artists and other adults and use our local environment and the work of famous artists and designers as a stimulus for work wherever possible. Art is taught through adult-led activities and also ongoing child-initiated creative work, which is encouraged by the provision of, and free access to, materials and tools in the different creative areas within the setting.

Equal Opportunity

We aim to make our school a place where all are treated equally and given equality of opportunity regardless of gender, special needs, disability, race, religion or background. We value individual strengths and celebrate diversity.

Special education needs

In administering this policy we will take into consideration children with special educational needs and disabilities. Situations may arise where individuals may need to work at a level either above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of on-going observation and assessment. Where children are thought to need further help, teachers should inform the school SENCo and together implement the appropriate referral procedure for the identification and assessment of Special Educational Needs. Parents will of course need to be informed of any such decision - for further details see the school's SEN Policy.

Assessment, recording and reporting

- The school policy for assessment, recording and reporting should be implemented for Art.
- Assessment procedures should be planned into Art teaching and be used to guide subsequent lessons.
- Children should be encouraged to use self and peer assessment and evaluation.
- Teachers should regularly evaluate the success of their teaching and planning.

At the end of a unit of work, teachers consider each child's attainment and progress by assessing them against the Cornerstones Essential Skills in Key Stage 1 and 2. Teachers record whether pupils have achieved the expected level for their year group, or whether they fall above or below this. In the Foundation Stage, observational assessment and examples of work are added to each child's Learning Journey on an ongoing basis and any evidence is annotated against the Early Learning Goals. At the end of each term the teacher's observational evidence and the Learning Journeys are used to inform the Foundation Stage Profile which provides a summative record of each child's progress and achievement in the strand of Expressive Arts and Design.

The Art Subject Leader keeps samples of children's work in a portfolio. These demonstrate the expected level of achievement in art for each age group in the school and are used to ensure consistency in teacher assessment, through portfolio moderation procedures.

Leadership and Resources

The subject leader is responsible for:

- developing their own subject knowledge and providing advice and guidance to colleagues;
- leading the planning and management of the art and design curriculum;
- the management of subject resources;
- advising the SMT on the standards of teaching and the progress of pupils' learning in art and design.

We have a wide range of high quality resources to support the teaching of Art and Design. All classrooms have a range of resources, but more specialised equipment is kept in the resource room and the kiln room. The subject leader, in partnership with teachers, will ensure that specialist equipment is maintained and kept in good condition and is used appropriately to enable children to make informed choices and develop essential skills.

Health and safety

The school is fully committed to securing the health and safety of children and adults. We recognise the importance of enabling pupils to have access to a full range of Art activities both on and off the school premises. For all activities, teachers ensure that the activity is safe and appropriate for pupils, and pupils are taught, and reminded of, routines and rules for using equipment and resources safely. Risk assessments will be undertaken by class teachers when needed for a specific activity. These will be administered in accordance with the school risk assessment procedure. For off- site activities risk assessments are carried out prior to the activity and parental permission is obtained.

Monitoring and review

Monitoring standards of children's work and the quality of teaching in art is the responsibility of the Art Subject Leader. It is the responsibility of class teachers to highlight the Cornerstones Progression of Skills and the National Curriculum for Art and Design (2014) in order to monitor coverage and to inform future planning. They are also responsible for completing class achievement records to inform the Art Subject Leader of attainment for individual pupils and for the subsequent class teacher in order that planning can be matched to needs and ensure adequate coverage.

This policy was written in consultation with the whole staff. Its implementation is the responsibility of all staff. Its use and effectiveness will be reviewed by the Art and Design Subject Leader on behalf of the Head teacher and Governors.

Appendices

National Curriculum (2014) Art and design programmes of study in key stages 1 and 2
Cornerstones overview of essential skills (Years 1-6)