



Art Policy and Guidance

“We believe that we are all of equal worth and aim to provide an outstanding education setting where children can live and learn in harmony”

“We prepare children for the opportunities, experiences and responsibilities of life in a happy, caring, Christian environment”

“To achieve the values of this, the values of Love and Friendship, Endurance, Hope, Forgiveness, Peace and Reconciliation underpin and guide all aspects of school life”

Consultation that has taken place	October 2020
Date formally approved by governors	October 2020
Date policy became effective	October 2020
Review date	October 2021
Person responsible for implementation and monitoring	Miss Laura Knighton
Other relevant policies	n/a

“Let all that you do be done in love.” (*Corinthians 16:14*)

1 RATIONALE

Art and Design allows every child to enhance and broaden their understanding of both themselves and the evolving world that surrounds them. It is an innovative, inspiring subject that assists in stimulating and nurturing a natural response. Through an array of means and varied art processes, children are encouraged to refine their appreciation in both the area of design and creation.

Children at Central Walker Church of England Primary School have vast opportunity and are equally supported to express their thoughts, feelings and ideas towards this subject area in different ways. This discipline of study, for many of our pupils is often a proven strength. Effective engagement and fulfilment within this field commonly results in the promotion of confidence and self-esteem, which in turn assists in illustrating positive outcomes for children in other curriculum areas. Through enhanced study, opportunities additionally transpire within this subject to explore valuable experiences which encourage the development of links with the local community. As well as assisting to inspire individuality and imagination, external assignments within this field also help to nurture children's cultural awareness and their future contribution to a very evolving society.

2 **AIMS**

To develop children's awareness, understanding and enjoyment of art, craft and design.

3 **OBJECTIVES**

Key Stage 1

Children 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

Children should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Children should be taught:

- to create sketchbooks 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 (e.g.: pencil, charcoal, paint, clay).
- about great artists, architects and designers in history.

4 **ARRANGEMENTS FOR PLANNING**

The subject coordinator is responsible for coordinating planning across key stages.

Phase leaders are to ensure that subject coverage is meaningful, satisfies breadth and meets age appropriate objectives underlined within latest government documentation.

Phase / Class teachers maintain responsibility for developing units of work that can be readily tailored into suitable weekly / half termly / termly planning formats.

5 ARRANGEMENTS FOR MONITORING DELIVERY OF THE CURRICULUM

It is the class teachers responsibility to discuss with the subject coordinator, on a half termly / termly basis or where needed, progression within planning.

Progression in planning should be evident through:

- units of work
- from term to term
- in children's learning

It is the role of the Head Teacher and members of LMT/SLT to monitor the quality of teaching and learning.

6 QUALITY OF TEACHING

Teaching within this subject area should be well organised, to ensure processes are carefully taught and understood. Children should have vast opportunity to work both independently and in groups to extend and support individual knowledge and understanding.

A balanced programme of art, craft and design is essential to allow children to build upon and make notable links to prior learning. Activities should be well structured and include a scope of opportunity for children to not only create their own art work but to additionally consider the work of others. Acknowledgment of art history is key, as is the ability to encourage children to think about their art work on a spiritual, moral, social and cultural level. A stimulating learning environment is also crucial to assist in inspiring and supporting academic achievement in this creative subject area.

7 QUALITY OF LEARNING

Learning should take into account evidence of children's ability to record. Children should be supported to explore varied methods to document what they have observed, imagined or recalled.

Children should be encouraged to explore a range of materials and resources that compliment a taught process or technique. Specialist vocabulary must also be highlighted to assist in promoting awareness of pattern, colour, texture and form.

Children should be able to review and modify both their own work and the work of another. Increasingly they should also be encouraged to relate their own practice to their appreciation of art and its well established history. There should be some evidence in children's work of a broadly defined spiritual and moral dimension. Teachers should ensure and take into account how these aspects are progressively brought together in order for children to communicate ideas and feelings through varied practical approaches.

All children, irrespective of age, should have substantial opportunity to access and make appropriate use of information communication technology in this field of study.

8 ALLOCATION OF RESOURCES

The subject coordinator will carry out an audit each term to identify the resources needed to support lesson delivery and those which will assist to enhance objectives underlined within the national curriculum.

Teachers will ensure resources are available for their planning cycle and confirm availability prior to use.

Any orders for equipment or resources can be made through the subject coordinator.

School's Arrangements for Staff Development

It is the responsibility of the subject coordinator to identify development needs to ensure teachers are competent to effectively deliver national curriculum objectives.

The subject coordinator will assist the Head Teacher / SLT in supporting staff development within this subject area.

9 ASSESSMENT, RECORDING AND REPORTING ARRANGEMENTS

9.1 Assessment – Formative / Summative

Art education promotes creative growth and allows all children, irrespective of ability, to extend and refine their skill and experience.

Progress within this subject should be observed over a term rather than over a weekly or monthly basis.

Valuable assessment opportunities can be achieved by observing children directly when they are engaged within a focussed activity. Conversing with children about their work and subject understanding will also assist to promote accurate judgement.

A range of tasks that encourage factual knowledge, the application of specific concepts or skills will also allow teachers to monitor children's progression and achievement. Progress commonly becomes evident as children begin to acknowledge pattern, colour, texture and form.

Assessment tasks will be identified clearly in teacher planning.

9.2 Reporting

Children's development within this subject area will be shared with parents / carers on a termly basis during their child's progress meeting.

A written report will be issued in the summer term.

10 SPECIAL EDUCATIONAL NEEDS PROVISION

Differentiation can be planned in terms of learning objectives, tasks, teaching methods, grouping, teacher intervention and resources. There should be a balance of open ended and structured tasks for all children.

11 HEALTH AND SAFETY ISSUES

Pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements.

See Health and Safety Policy for guidance on out of school visits. All teachers are expected to complete the appropriate documentation before taking a group of children on a school visit.

12 COMMUNITY LINKS

The subject coordinator will promote community links and advise staff of suitable contacts, places to visit, visitors, local employers and agencies to support this area of the curriculum. The school promotes parental involvement.

13 CROSS PHASE LINKS

The subject coordinator will ensure that children's records of progress and achievement for this area of learning provide accurate information.

When information is received and successfully actioned, it should be then used to inform 'next steps' and future planning.