

Ellington Primary School



Art Policy Statement

Introduction

Art at Ellington Primary School is about giving pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. The National Curriculum states, 'Art 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.'

Aims of Art at Ellington Primary School

At Ellington Primary School we hope to:

- children enjoy an active involvement in art
- develop children's confidence as well as the skills and experience necessary to communicate their ideas through their artwork
- enable children to have opportunities to learn about art from different times and cultures
- enable children to become visually literate and able to identify and apply the key elements of art
- enable children to evaluate and analyse creative works using the language of art, craft and design
- develop children's knowledge of great artists, craft makers and designers, and understanding of historical and cultural development of their art forms

Objectives

To provide a wide range of experiences and tasks appropriate to the needs of the children, to enable them to:

- show development in their ability to create images
- experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them
- 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
- understand and apply the basic principles of art, craft and design to include: line, tone, texture, shape, form, space, pattern, colour, composition, proportion and perspective
- 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 against the success criteria
- 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

Subject Content

Our art content is based on the National Curriculum. See Curriculum Overview (Appendix 1) and the content is mapped out on our Progression of Skills document for EYFS (Appendix 2) and Progression of Skills document for KS1 and KS2 (Appendix 3).

Special Educational Needs and Higher Attainers

- Teaching needs to meet the needs of all children
- Children with special educational needs need to have differentiated activities which allow them to access the curriculum fully and make progress
- The planning should clearly indicate the objectives these children are working on
- Planning should be sufficiently differentiated to cover their needs
- Practical resources will be available to all children

Early Years Foundation Stage

Foundation Stage pupils are taught as an integral part of the Expressive Arts and Design work covered during the year. We relate the art side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Art makes a significant contribution to the ELG objectives of developing a child's understanding of art and design through activities such as experimenting with colour, form, texture, design and function. Art vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Planning

Art is taught through a topic approach alongside Geography, History and Design and Technology; links are also made with core subjects of English, Maths and Science wherever possible. Our creative curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high quality curriculum, it is the driving force for our planning. Our Curriculum Overview (Appendix 1) for each year group links to skills and themes covered which is highlighted in our Progression of Skills documents (Appendix 2 and 3).

Teaching and Organisation

Art is approached through a variety of teaching and learning styles. Our principal aim is to develop the children's knowledge, skills and understanding and we believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- they are set common tasks that are open-ended and can have a variety of results
- they are set tasks of increasing difficulty where not all children complete all tasks
- they are provided with a range of challenges through the provision of different resources
- they are grouped by ability and mixed ability groups
- they can work independently and collaboratively

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Teaching Assistants

Time should be set aside prior to the lesson to discuss with the teaching assistant the learning objectives, the activities and their role in the children's learning. Teaching Assistants should be used to support the learning of children throughout the whole of the art session. During the lesson they can: support a child/ group to ensure good understanding of objective being taught. Teaching Assistants need time at the end of the session to discuss the work of the child/children they have supported with the teacher.

Classrooms and Display

To reinforce, support and celebrate the children's learning, all classrooms should have a topic based display. Displays, wherever possible, should demonstrate cross-curricular links to reinforce learning in all curriculum areas.

Assessment

Formative assessment will be collected throughout each design and technology project. Grades of WTS (working towards), EXS (expected), GDS (greater depth) will be given. Pupils in EYFS are monitored throughout the year using the Early Years Foundation Curriculum and against the ELG at the end of the year using the EYFS Profile.

Marking and Feedback

Good feedback should:

- Praise the child
- Celebrate success of children through rewards and celebration assemblies
- Explain what the child has done well and what they have achieved/learned
- Extend the learning that has already taken place through questioning
- Clarify any misconceptions
- Be a dialogue between the teacher and the child
- Provide an opportunity to assess a child's progress and inform assessment and planning

Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in Art through:

- Monitoring and evaluating pupil progress
- Analysing data
- Ensuring breadth and balance of the curriculum is achieved
- Taking the lead in policy development
- Supporting colleagues in their continued professional development (CPD)
- Purchasing and organising resources
- Reporting to governors and senior leadership team
- Providing guidance, support and training for parents and carers
- Keeping up to date with recent curriculum developments

Art Policy

Revised:

April 2020

Date of next review: Sept 2022