



Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	February 2016
Reviewed:	February 2019
To be reviewed:	March 2021

Art Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world’s sustainable future.

Guyhirn Church of England Primary School & Pre-School

Art Policy

School Aims and Implementation

Guyhirn Church of England Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing ourselves and others.
- Working in partnership with parents and the community.

Art Policy Introduction

- At Guyhirn Church of England Primary we value learning and teaching Art because:
 - Art can stimulate creativity and promote imagination.
 - Art provides a stimulating learning environment where children's work is celebrated.
 - Art provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
 - Art provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
 - Art can give children confidence and a chance to produce something without failure, something that is personal to them.
- Art can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how art has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures.

Aims

General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Art at Guyhirn Church of England School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Art making it an enjoyable experience;
- To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- To develop their ability by using a range of materials, tools, and techniques within art lessons.
- To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of art's place within different periods and cultures.

Children

- To develop an enjoyment of creative art and see themselves as artists.
- To be able to express their own ideas, through art and give meaning to the world around them.
- To be able to use a range of materials, tools and techniques at a comfortable level for them.
- To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- To develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Art.
- To support the children with any art that they may undertake at home.
- To help develop a child's talent for art where necessary and value it as a subject.
- To encourage and praise their child's efforts.
- To come into school and look at the art work that the children have created.

Governors

- Governors will:
 - a) meet with the curriculum Subject Leader at least once a year to find out about;
 - ❖ the school's systems for planning work, supporting staff and monitoring progress;
 - ❖ the allocation, use and adequacy of resources;
 - ❖ how the standards of achievement are changing over time.
 - b) visit School and talk to pupils about their experiences of the curriculum area;
 - c) promote and support the positive involvement of parents in the curriculum area;
 - d) attend training and other events relating to the particular curriculum area as and when required;
 - e) report jointly with the Subject Leader
 - ❖ for the School Prospectus;
 - ❖ to the governing body with recommendations, if appropriate, once a year.
- To be understanding and supportive of our aims in learning and teaching Art and review the Art Policy bi-annually.

Implementation of the Art Policy

1. Organisation EYFS/KS1-KS2

- Children have timetabled weekly lessons
- Art is planned from the long term plan for the curriculum
- Children are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, painting, drawing, printing, collage, clay etc.
- Children are able to use their observation skills as part of their learning, completing a wide range of drawing, painting activities.
- Children are given opportunities to develop their own ideas in art using a variety of materials and tools.
- Children are shown different techniques they can use to develop their knowledge of the subject.

2. Basic skills -EYFS/ KS1/KS2

- Children are given ample opportunities within KS1 to develop the skills necessary to enhance their art. They are taught the basics of using brushes, pencils and clay. etc. They are taught the language of Art and different ways of using the same equipment. i.e. - Which way to use their paper to the greatest effect. How to hold their brush to get the best results.
- Children in KS2 are able to consolidate their learning by using the techniques that they were shown in KS1. They are also given the opportunity to be able to use a wide range of resources.

- Children at both EYFS/ KS1/KS2 have sketch books and are able to self-assess. They have to rate their own work through self assessment and discuss through their books what they think was good and what they could improve.

3. Cross curricular

- Opportunities are used to encourage children to use their creative knowledge over all areas. Art can help provide meaning to all other subjects within the curriculum. Art is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Art can be linked to all other areas and gives a practical approach to learning.

4. Resources

- Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists. (examples of their work)
- General resources - different sized/types of paper, backing paper and boarders, card, paint, clay, wire etc. are kept within the art cupboard
- Paint brushes, glue, pencils, felt pens etc. are kept in individual classrooms.
- Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible

5. After school clubs

- After school clubs are provided in both KS1 and KS2 to encourage children to develop their art skills and help them to improve their fine motor control.

6. Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible and gives teacher's the opportunity to show the parents good work through the displays throughout the school and through the themed homework each halfterm
- Parents/Carers have the opportunity to meet with child's class teachers at least twice a year at Teacher Consultation Meetings and receive an annual report at the end of summer term.
- Parents are welcome to come into the school and look at the displays at any time.
- Parents are encouraged to join in with Craft mornings and Reading Cafes in which activities will have a creative aim.

7. Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
- Learning and teaching.
 - b) Leading and managing staff.
 - c) Efficient and effective deployment of staff and resources.
- The role of the Subject Leader is detailed further in the Subject Leader Job Profile.

- The Subject Leader will have regular discussions with the Head teacher and other senior leaders about learning and teaching in Art and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Art Lesson: Good Practice

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Guyhirn Church of England Primary School. These apply to learning and teaching in Art as well as every other curriculum subject area.
- In Art the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them over all other areas of learning.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in Art are assessed on the programme of study tracking. The Art co-ordinator will collect samples over a range of areas, using different techniques and media.
- Children's standards and achievements in Art in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Assessment in Art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works (we are not all great artists) Art assessment will focus on what individual children have achieved.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Guyhirn Church of England Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher, Senior Leadership Team and Art Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Art Subject Leader will report to the governing body on the effectiveness of the policy at least bi-annually and, if necessary, makes recommendations for further improvements.