

St Anne's CE (Aided) Primary School



# **Art Policy**

## **Our School Vision**

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

## **Rationale**

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. We believe that Art makes a valuable and distinctive contribution to children's education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live.

## **Purpose of Study (*National Curriculum 2014*)**

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.

## **Aims**

The national curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative 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.

## **Knowledge and Understanding**

The children's understanding and knowledge of art will be broadened through learning about great artists, architects and designers in history.

## **Subject Content**

### **EY**

#### ***Expressive arts and design***

##### Exploring and using media and materials:

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

##### Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

## **Key Stage 1**

Children will:

- use a range of materials creatively to design and make products

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn 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 will continue to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Children will:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

## **Art Curriculum Implementation**

At St Anne's a topic-based approach to curriculum planning is employed within the school. The teaching of Art is organised through half-termly topics.

We start with the Art: Progression in Knowledge, Skills and Understanding- Appendix 1

Coverage is balanced with an enquiry based approach to teaching and learning. Opportunity is given for study "in depth" in each half termly plan (MTP). Across each Key Stage, half termly plans provide opportunities to visit Galleries, linking high schools and work with local artists.

Children should be taught procedures and skill in using sources and gradually make more independent studies using these materials. Children should have experience of different medias including drawing, 3D, painting, printing, textiles and use of ICT.

Children should learn about attitudes and ideas of art, in the past and present, and reflect upon them in debate, discussion and role play, recognising that we see through our own values.

Children should read about and study a range of artists and different areas of art.

## **Teaching and Learning Strategies**

Teachers should provide balance in teaching approaches and identify suitable progression in knowledge, understanding and skills across each planning stage to continue to challenge pupils.

Teachers should make links between units of work and encourage children to use previous knowledge in approaching new work.

Children should be given opportunity, where possible, to use ICT to communicate and handle information including simulation software.

A variety of teaching methods best suited to activities and interests of the children will be used.

These may include:

- Story-telling (including theatre group visits)
- Discussion and debate.
- Individual and group investigation.
- Visual literacy (e.g. film)

- ICT
- Role play and drama
- Fieldwork, visits to galleries of site.
- Use of artefacts.

## **Resources**

Resources specific to individual topics are kept in classrooms.

## **Visits**

Visits and visitors are excellent tools to stimulate children's creativity. Appropriate visits and visitors are planned in at the beginning of a topic.

## **Assessment**

School policies on assessment and feedback apply to art. Refer to Assessment and Feedback Policies for procedures regarding daily tasks. Assessment of art at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward through subject specific feedback. Progress will be measured against statements given on the Progression of Knowledge, Skills and Understanding document which will allow for monitoring of progress within and across year groups.

## **Subject Leadership**

The Art Subject Leader is responsible for monitoring curriculum coverage and reviewing medium-term plans for each year group as appropriate. Monitoring of the quality of art education is carried out by the subject leader through an allocation of support and development time. The subject leader produces an annual action plan identifying targets for future action which may form part of the School Impact Plan.

## **Equality**

In accordance with the school's SEN Policy and our Quality First Teaching Commitment all children are given work suitable to their age, aptitude and ability.

Children can:

- Be helped to understand events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- More able pupils may need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of art and artists that they are studying.
- Use a wider and more demanding range of sources.

Art has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly artists studied, need to be carefully selected.

Children should be introduced to aspects of their own culture in Art. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

## **SMSC and British Values**

As part of moral development, Art provides opportunities for discussion as to what is right and wrong. Art also allows opportunities for collaborative learning, enabling pupils to co-operate together.

## **CPD**

CPD is determined the needs of staff and the availability and suitability of courses offered.

## **Cross Curricular**

When and where appropriate, opportunities may arise to promote historical learning across the curriculum. This could be through links with:

- Literacy – e.g. speaking & listening, drama activities, explanation texts, instructions
- RE – e.g. telling stories, studying Religious Art
- Computing – e.g. using research tools, creative packages
- History – e.g. studying artists, art through the years