



St James' Lanehead Church of England Primary School

# Art Policy

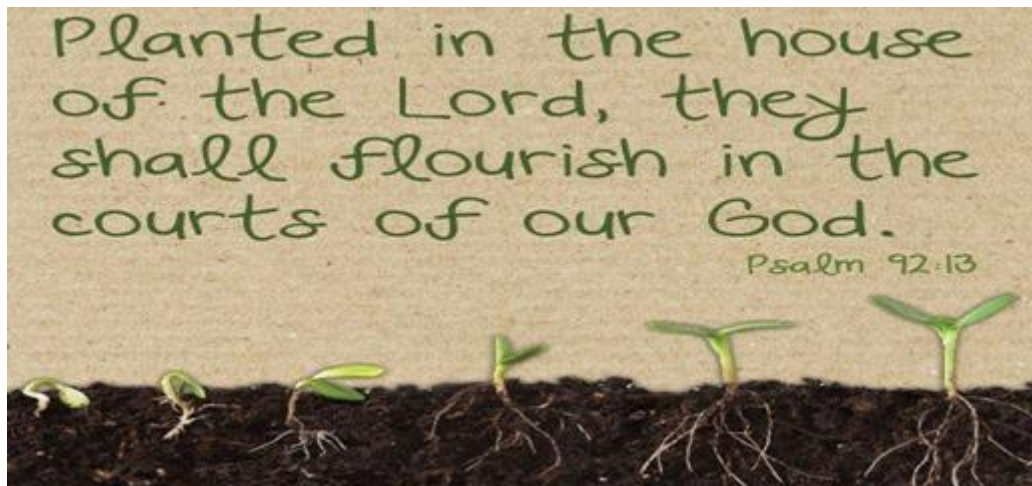
<b>Date of Policy:</b>	<b>May 2022</b>
<b>Person Responsible:</b>	<b>S Clutterbrook</b>
<b>To be reviewed:</b>	<b>Three years</b>
<b>Review Date:</b>	<b>May 2025</b>



St James` Lanehead C of E (VA) Primary School

**Mission Statement**

*Our church school seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.*



# **St James' Lanehead Primary School**

## **Art Policy**

### **Introduction**

At St James' Lanehead our curriculum is made up of the planned activities that we as a school deliver in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also an exciting range of opportunities to enrich the experience. We aim to teach our children to grow into positive, responsible role models who can work and co-operate with others whilst developing the knowledge, skills and understanding within subjects as well as a positive attitude to use throughout their lives.

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.

The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, assessment, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the teaching staff.

### **Rational and purpose**

At St James Lanehead art, craft and design has a significant and valuable role to play in the overall ethos and values of our school. Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop social and personal skills.

### **Aims**

The school ensures that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.

- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.
- 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.

## **Objectives**

In their own work children should be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- 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.
- Develop an increasing ability, analyse and record the world about them.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in sketchbooks or work journals.
- 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 declared 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.

## Teaching and Learning Strategies

- Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.
- Use a variety of approaches that are matched to the activity and the ability of the children.
- Children are given the opportunity to examine art, for example, exhibits, artefacts and historical buildings of interest.
- Special needs children are catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem.
- Develop clear links between art and design technology to provide opportunity to develop the children's ICT capabilities.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

## Matching tasks to pupils' abilities

Teaching in art will address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Planned differentiation will be by the outcome and by support to allow children to meet the outcome. Individual children will be supported by relevant questions from the teacher. Questions will increase students thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

## Use of Sketchbooks

Sketchbooks are used from year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- A record of what has been seen

- The development of ideas for further study
- A record of the basic skills development
- Photograph and other illustrative material to support on-going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

## **Organisation and Management**

In Early Years the study of art will be included within the Expressive Arts and Design.

We encourage creative work in Reception classes. We relate the children's creative development to the objectives set out in the Early Years Framework, assessing and tracking progress through development bands and Early Learning Goals, which underpin the curriculum planning for our pupils. Pupils' learning includes: art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The pupils are given opportunities to work independently and collaboratively as part of child initiated and adult focused learning

The key stage plans are based on the National Curriculum guidelines and meet statutory orders for art, craft and design. All staff have a copy of year group expectations. The acquisition of skills and learning in art is both through termly lessons and longer projects when time is blocked.

Key Stage 1 Our pupils will 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

Riverside Primary School Art Policy

- 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 Pupils will be taught 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. Pupils should be taught:

- to create sketch books 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

## **Role of the Art Leader**

- Produce the Art Policy and the Key Stage plans that meet the statutory requirements.
- Produce the Art Action plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

## **Role of the class teacher**

Class teacher is responsible for teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it.

## **Health and Safety**

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art leader are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher.

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- About hazards, risks and risk control;
- To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risk.

## **Cross curricular learning**

Schemes of work are planned creatively to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of art teaching should

not be compromised as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

### **Monitoring and evaluation**

The art, craft and design action plan is reviewed with the head teacher and recommendations for development are recorded as part of the on-going school self-evaluation programme.

The art leader and Senior Leadership Team are responsible for observing practise and monitoring the quality and impact of art teaching and learning.