



Chapelford Village Primary School

Art and Creativity Policy

Learn

Achieve

Respect

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POLICY

Art and Creativity Policy – Chapelford Village Primary School

Introduction

This policy outlines the learning, teaching, organisation and management of art at Chapelford Village Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the art co-ordinator.

Our Aims:

Art, craft and design embody some of the highest forms of human creativity. Through our teaching of Art we aim to:

- *deliver a high-quality art and design education which engages, inspire and challenge pupils.
- *equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- *create opportunities for children to think critically and develop a more rigorous understanding of art and design.
- *make links across the curriculum allowing children to understand how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Through Art we can:

- *foster growth mindsets within our pupils.
- *develop the children's spiritual, moral, social and cultural development.
- *develop imagination and creativity.
- *provide children with a form of self-expression and communication.
- *develop visual thinking and observational skills.
- *develop problem solving and analytical skills.
- *provide children with greater autonomy over their learning.

Our children will:

- *produce creative work, explore their ideas and record their experiences.
- *become proficient in drawing, painting, sculpture, collage, printing, digital art and textiles.
- *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.

Entitlement and Equal Opportunities:

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the art curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture.

Organisation of Art:

Where possible, cross curricular links are made in the teaching of art to allow the children to make connections in their learning and vocabulary acquisition. Art skills are mapped throughout the school for skills to be taught progressively. Skills and vocabulary are mapped on medium term plans completed for each unit. Teachers are responsible for ensuring coverage is completed. Monitoring in the form of pupil voice, book scrutiny and learning walks takes place regularly.

Strategies for the teaching of Art:

Teaching and learning in Art will be in line with the school's Teaching and Learning Policy, where provision is made for all learning styles. Children will be given the opportunity to practise new skills and explore the work of existing artists before applying new learning to creating their own piece. Our children are given the opportunity to reflect on their work. Self and peer assessment is a critical part of the learning process. We hold annual Art projects as a whole school to promote the subject and develop a wider knowledge of the world.

Assessment:

Children are given opportunities to self and peer assess their work as a form of formative assessment. The same unit of work is taught throughout school simultaneously to allow for internal moderation of work during assessment. Methods of assessment will vary as appropriate to the learning. The children's progress against specific objectives is tracked on a half termly basis on Target Tracker. A portfolio of work from Y1 to Y6 will show examples of Art work. Reporting to parents occurs annually within a child's written report to parents.

The role of the art co-ordinator:

*Support colleagues in teaching the subject content and developing skills in planning, teaching and assessing art.

*Renew, update and oversee the audit of resources needed to deliver the curriculum.

*Monitor and evaluate the learning and teaching of art.

*Develop assessment and record keeping ensuring progression and continuity.

*Keep abreast of developments in teaching and learning of art.

Monitoring:

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected each

half term. Monitoring takes place regularly through sampling children's work, learning walks and pupil voice.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

Resources:

There are a wide range of resources to support the teaching of art and design across the school. New resources are ordered each half term to support the coming unit of work. All classes have a range of basic resources kept in the classroom: brushes, coloured pencils other equipment. Specialist books to support planning, teaching and learning are stored centrally with art resources.

Health and Safety:

This policy needs to be read alongside our Health and Safety policy. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out Art activities.