



Art Policy

Key Document Details

School Name: Drove Primary School

Version no: 1

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Approved by: LGB

Ratified date: September 2023

Interim review date: n/a

Next review date: September 2025

Art at Drove

Overview

At Drove Primary School, art is regarded as a versatile tool for personal and societal growth. Their principles of art encompass the belief in its profound significance. They aim to provide a holistic art education that empowers students to appreciate beauty in the world and make positive contributions through their creative expressions. This commitment to nurturing creativity is deeply rooted in our art policy, which recognises art education's power to develop practical skills and enrich students' lives.

Our Art Curriculum encompass our Golden Threads:

Community

Our goal is to cultivate a sense of community by nurturing critical thinking skills and a profound appreciation of cultural heritage through art. By exposing students to diverse artistic expressions, we aim to instil respect for the rich tapestry of different cultures. Art provides a unique perspective for making thoughtful judgments about life, both in the present and across various times and cultures, allowing us to explore the depth of human history and diversity.

Experiences

Our goal is to offer our students enriching artistic experiences that bring joy, curiosity, and wonder to their lives. We equip them with fundamental artistic skills and techniques for creative expression. Additionally, we encourage them to assess their own work and the efforts of others, fostering a culture of constructive critique. Art serves as a catalyst for creativity and imagination, allowing individuals to explore the world's visual, tactile, and sensory dimensions, instilling a lifelong appreciation for innovation and originality.

Language

Art is a distinctive language for self-expression, offering students opportunities to capture their emotions and unleash their creative imaginations, drawing inspiration from personal experiences. Simultaneously, we focus on developing their visual vocabulary, allowing them to effectively convey their artistic ideas. This unique artistic language enables individuals to communicate ideas, emotions, and meanings that might be difficult to express using words alone, serving as a potent medium for self-expression and communication with others.

Knowledge and Skills

We emphasise the importance of a solid art foundation, which entails understanding visual elements like colour, form, texture, and pattern. Art provides a unique perspective to appreciate the world's intricacies and beauty, enabling authentic self-expression. Furthermore, we encourage students to master various tools and artistic mediums, fostering exploration and experimentation.

Art's transformative potential extends to shaping our physical and emotional environments, empowering individuals to make positive impacts through creativity and innovation. In an ever-changing world, art equips us to respond creatively to new challenges, fostering adaptability and resilience in navigating evolving landscapes.

Through this comprehensive art policy, we aspire to cultivate a generation of young artists who are not only skilled but also culturally aware, creatively expressive, and equipped with a lifelong appreciation for the transformative power of art.

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Teaching Styles and Strategies

Our approach to teaching art and design at our school is both dynamic and adaptable, designed to cater to the diverse needs and interests of our students. We believe in utilising a range of teaching styles and strategies that, where possible link to other curriculum areas e.g., Science – Habitats or English books of the term and consider the unique abilities and experiences of both our teachers and pupils.

Our commitment to fostering creativity and artistic development is evident in the following approaches:

Exemplary Models and Interactive Discussions:

Our teachers frequently showcase exemplary individual performances to inspire and set high standards for the rest of the children. These models serve as sources of inspiration and benchmarks for artistic achievement. We encourage rich discussions between teachers and pupils as well as among peers. This fosters a collaborative environment where ideas are shared and refined, enhancing both critical thinking and creative expression.

Real-world Experiences and Investigation:

First-hand experiences, including outside visits and hands-on exploration, are crucial in our teaching approach. They provide students with a deeper understanding of the world of art and design. Our curriculum encourages investigative work, nurturing students' curiosity and critical thinking. Through research and experimentation, they develop a deeper appreciation for art's diverse forms.

Skill Consolidation:

We prioritise the consolidation and practice of fundamental artistic skills. Mastery of these skills is essential for students to confidently express their creative visions.

Utilising Technology and Multimedia Exploration:

The integration of Information and Communication Technology (ICT) is an integral part of our teaching strategy. It allows students to explore digital art forms and learn how technology can enhance artistic expression. Our curriculum encompasses various artistic mediums, including sketching, painting, printing, collage, textiles, and three-dimensional work. This diverse exposure enables students to explore and experiment with different artistic forms.

Diverse Work Settings:

We provide opportunities for classwork, group work, and individual work. This flexibility allows students to choose the approach that best suits their artistic goals.

Engagement with Artists and Craftsmen:

To inspire our students, we expose them to the work and experiences of artists and craftspeople. Guest speakers and visits from professionals in the field provide valuable insights.

Community Involvement:

We actively involve parents and the wider community in special art events and projects. This fosters a sense of connection and celebrates the children's artistic achievements.

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Celebration:

We believe in celebrating our students' accomplishments in art and design. Recognising their achievements boosts their confidence and encourages them to continue exploring their artistic potential. Each year there is a Drove Showcase, which celebrates all the wonderful artwork that has happened across the school in PPA with Mrs Norris and from classroom projects.

Through these teaching styles and strategies, we aim to create a vibrant and inclusive learning environment that nurtures the creative spirit of our students, helping them become well-rounded artists and critical thinkers.

Curriculum Framework

Early Years and Foundation Stage

In both the Reception class and Nursery, we actively foster creativity, recognising it as an integral component of the Foundation Stage within the National Curriculum. We align children's creative development with the objectives outlined in the Early Learning Goals and the Characteristics of Effective Learning, which serve as the foundation for our curriculum planning for children from birth to five years of age.

Our approach to children's learning encompasses a diverse range of expressions, including art, music, dance, role-playing, and imaginative play. This wide spectrum of experiences encourages children to establish connections between different areas of learning, thus expanding their overall comprehension. We cultivate a nurturing environment that places a premium on creativity, where children engage in a multitude of activities, responding to them at various developmental stages. These activities are designed to be imaginative, enjoyable, and enriching, contributing to the holistic growth of each child.

Key Stage 1 and 2

At Drove Primary School, we've tailored our art curriculum based on the Access Art Curriculum, creating a bespoke approach that aligns with our unique needs. Our curriculum is dedicated to providing a holistic art education, offering a wide array of artistic skills and experiences that nurture creativity, critical thinking, and cultural appreciation.

Our primary focus is to ensure that all students, including those with special needs and all have equal access to the enriching world of art. We prioritise self-expression, effective communication, and the development of a robust visual vocabulary.

Furthermore, our curriculum delves into understanding the fundamental visual elements, as well as mastering a diverse range of artistic tools and media. We believe that art plays a pivotal role in shaping positive environments and encouraging adaptability and resilience in our ever-evolving world, empowering students with creative problem-solving skills.

Art is integrated into our curriculum either as a standalone subject with cross curricular links to the year groups term. Where possible our schemes of work align with our quality text-based curriculum, ensuring a well-rounded and enriching educational experience for our students.

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Assessment - Key Stage 1 and 2

We assess children's work and performance through ongoing observation during lessons. Teachers share pertinent information with their colleagues, ensuring a comprehensive understanding of each student's progress. We also conduct regular parent-teacher meetings, and in the summer term, parents receive written annual reports where it is possible for teachers to include a statement about art.

Beginning in Year 1 and continuing through Year 6, all students will maintain sketchbooks to showcase their sketching development. In every sketchbook is a Knowledge Organiser to start the beginning of a new project. As a plenary of every lesson, children are asked to reflect on their learning and record their thoughts as a form of Pupil Voice.

The Art Coordinator's Responsibilities Include:

- Procuring, organising, and maintaining educational resources.
- Promoting and facilitating in-service training.
- Staying current by participating in courses and feedback sessions organised by the senior leadership team, school improvement team, Art Leads Groups, and colleagues.
- Offering guidance and assistance in the implementation of the national curriculum and work schemes.
- Conducting work assessments, learning observations, and student conferences.
- Providing specialised guidance and expertise for students with special needs.
- Coordinating the recording and presentation processes across the school after consulting with colleagues.
- Advising the Head teacher on necessary actions, such as resource requirements and standards.
- Promoting ways to engage parents in their children's learning and organising events involving parents and the community.
- Providing support to all art educators to enhance the quality and consistency of art teaching and learning throughout the.

Resource Availability

Every classroom is equipped with essential resources, while specialised equipment is kept in the art cupboard or locked cupboards in Year 5 corridor. Additionally, each student (Year 2-6) is provided with their own sketchbook.

Equal Opportunities in Art Education

Our approach to art education aligns with our commitment to Equal Opportunities. We strive to ensure that all children, including those with Special Educational Needs and any student seeking extension activities, have equitable access to art. This inclusivity is facilitated through small group sessions and, when applicable, the support of Teacher Assistants. Additionally, we offer after-school enrichment opportunities through the Key Stage 2 Art Club.