

## **A policy for Art**

### **Rationale**

At Duke Street Primary School, we believe that teaching and learning in Art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

*“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”*

Quentin Blake, Children’s Laureate

It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials, mediums and processes.

Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. We focus on particular skills and develop over a period of time to create an amazing final piece. Wherever appropriate, it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As a school, we strive to celebrate and recognise the work children bring into school from home by adding the work they produce to displays and displaying them in class for all to see.

### **Aims**

At Duke Street Primary School, we aim to offer opportunities for children to:

- foster an understanding and enjoyment of art, craft and design and develop an understating of the vocabulary needed to be successful;
- experience a broad and balanced range of art activities and show progression within these experiences;
- show development of ideas and their own skills through the use of a sketchbook and develop an understating of the vocabulary needed to be successful;
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media;
- develop use of a range of tools, media and processes;
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work;
- provide opportunities for studying historical, cultural and religious art through enrichment in other curriculum areas;

### **Role of the Subject Leader**

The role of the subject leader is to:

- advise and support staff in planning teaching and learning of art;
- support staff with art technique and offer CPD where necessary;
- monitor teachers’ planning as part of on-going subject monitoring and evaluation of practice;
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained;

- keep up-to-date on the use of Art in the curriculum and create a progression of skills for all year groups;
- promote art throughout the school e.g. organise an art week during the summer term;
- to monitor use of the sketchbook throughout the school.

### **Purpose**

- To increase children's artistic awareness of the world around them.
- To encourage them to draw upon their own and others experiences and apply to a range of new contexts.
- To promote an attitude of independence, resilience and evaluation.

### **Teaching and Learning**

#### **EYFS**

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

#### **Key Stages 1 and 2**

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Activities are planned using the National Curriculum as a starting point for the coverage of age appropriate skills and relate these to a variety of cross-curricular links. Skills progression documents have been created for a two-year cycle, where the children will cover all aspects of Art. Long terms plans have been created, so that we know which skills are being covered and when.

#### **SEND**

We recognise the fact that we have children of differing ability in all our classes, so we provide suitable learning opportunities for **all** children. The needs of all pupils are considered when planning Art, and adaptations are made where necessary to make learning accessible to all. Some pupils with SEND may have an individual learning plan (ILP) which may or not include targets related to fine and gross motor skills. This may impact pupils' performance in art and design. Teachers will account for this in planning and delivery of Art, as well as providing differentiated resources as needed, whilst maintaining inclusivity. We achieve this through a range of strategies that are essential to developing a more inclusive curriculum.

#### **Art and Design Sketchbooks**

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook. Each child has their own Art and Design sketchbook or folder.

This provides a record of the child's learning and progress in art throughout the year and is used as evidence to show each child's capacity of acquired art skills.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work;
- practise drawing techniques such as shading, perspective and drawing from different viewpoints;
- record details about the item being drawn or sketched for future reference;
- include sketches and working drawings for ideas of things the children want to make;

The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists;

Cross-curricular links opportunities will be provided to develop pupils':

- acquisition, understanding and use of vocabulary of art
  - creative skills;
  - knowledge and understanding of the world around them; sense of time and place;
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

### **Health and safety**

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to:

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate (the use of glue guns, sewing needles etc)

### **Assessment and recording**

We assess children's work in Art by making informal judgements, as we observe them during each Art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. At the end of each year, a judgement will be provided for each child, assessing their Age-related expectation using the schools reporting tools. Photo or video evidence is uploaded onto the schools one-drive system to show the skills being met.