



St. John's C. of E.

Blackpool's First Free School 1817

Art Policy

Last updated: August 2021

Person responsible for policy: Mrs. H. Firminger

Next review due: August 2024

Introduction

The Art curriculum at St. John's Church of England Primary School, Blackpool aims to give children the opportunity to learn how to handle and use a wide range of tools and materials skilfully and to provide quality experiences of the work of artists. Through making visual images children are able to respond to their experiences, explore their environment and develop their imagination. Art offers children the opportunity to learn about the visual world and how other artists have interpreted it during history. Children can gain an understanding and appreciation of the methods and motives of people from other cultures and times. Art is an important feature of a holistic education and helps foster creative thinking by developing the children's capacity to think, imagine, invent, design, invent and, most importantly, to enjoy. Our mission statement

“Everyone matters in God's world”

is reflected in the Art Policy as each child's artistic interpretation is valued and work is displayed appropriately and sensitively.

Our school policy sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. It should be read in conjunction with the long term school plan, which sets out what the children will be taught throughout their time at St John's.

This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LA adviser/inspectors. Electronic copies are available for all teachers and teaching support staff via Google Drive. Copies can be made available, on request, to supply / trainee teachers, governors and parents. Policies can also be found on our website and paper copies are available in the Policy folder held in the main office.

Aims

Art is concerned with the development of visual perception and the skills associated with investigating and making. It is also concerned with visual literacy and the knowledge and understanding of art. Through art, children can explore our diverse artistic heritage and start to make practical connections between these concepts and their own work.

Therefore, the aims of the Art curriculum are:

- To provide an environment that fosters aesthetic awareness and promotes a positive attitude towards art.
- To develop skills and techniques associated with investigating and making in art and craft activities. This includes skills of observation, perception, collaboration and the manipulation of media, materials and tools.
- To develop an understanding of the basic elements of art ~ line, tone, colour, texture, pattern, shape, form and space.
- To develop imagination and creativity and the ability to use art as a form of communication and expression.
- To develop skills of evaluation and judgement about pupils own work as well as that of others.
- To develop an appreciation and a concern for the natural and man- made environment

The place of Art in the Whole School Policy

In order to achieve the aims outlined previously, skills are taught as a discreet lesson but some art work is integrated into topic work or other subject areas as is most appropriate. The work is organised into 6 Areas of Study. During the year, children will experience 3 of the areas in detail alongside drawing opportunities and opportunities to work in the other areas as and when the curriculum or topic dictates.

The 6 Areas of Study are:

- Digital Media
- Painting
- Printing
- Textiles
- 3D/Sculpture
- Collage

These areas of study can be accessed in many lessons other than Art and can be utilised effectively to support different Teaching and Learning activities.

The following Areas of Study will be explored by the Year Groups. Further details can be found in the art scheme of work.

Year	Art Skill 1	Art skill 2	Art skill 3
Y1	Drawing Printing	Drawing Textiles	Drawing Collage
Y2	Drawing Digital Media	Drawing Painting	Drawing 3D
Y3	Drawing Collage	Drawing Painting	Drawing Textiles
Y4	Drawing Digital Media	Drawing Printing	Drawing 3D
Y5	Drawing Digital Media	Drawing Collage	Drawing Painting
Y6	Drawing Printing	Drawing Textiles	Drawing 3D

Scheme of Work

Learning Art at St. John's School will involve pupils in:

- Practical work based on children's own experience.
- A cross curricular approach
- The use of a wide range of source materials including natural and man made forms and examples of art from a variety of genres, styles and cultures as a stimulus for creative work.
- Experimentation with media and materials in order to develop skills and techniques and an understanding of the basic elements of art.

- Opportunities to respond from memory, imagination and observation through painting, drawing, printmaking, textiles, mixed media and ICT.
- Opportunities to work in two and three dimensions and on a variety of scales.
- Opportunities to select and modify their work.
- Learning and using an art vocabulary.
- Evaluating own work and the work of others.
- Having opportunities to learn about artists from a variety of genres, styles and cultures by observation, discussion, reading and making connections with child's own work.
- Visits to art galleries and museums.
- Contact with contemporary artists and designers when possible.

Planning

At St. John's School we have developed a clear procedure for planning across the curriculum. The plan provides a balanced programme of art, craft and design activities which build upon previous experience and achievement. Teachers are free to develop work in various ways, but must ensure that all appropriate skills, techniques and art elements have been covered in order for continuity and progression to be achieved.

Planning for Art takes the following format:

- Long term planning ~ this is drawn up by the co-ordinator and shows the areas of study to be covered by each class during the academic year.
- Medium term planning ~ a plan for the areas of study that are to be worked on in a particular half term. These are completed by the class teacher with help and support from the co-ordinator where required.
- Short term/weekly planning ~ Using the medium term plans, the teacher decides the art focus for the week and plans for this in the way most appropriate for their class. The lesson will have a learning outcome and have due regard to differentiation. This is not required by more experienced members of staff providing the medium term plans are of sufficient detail and quality.

Plans are also made available for support staff working in the classroom during the lesson as appropriate.

Implementation – Content and Approaches

To ensure that work undertaken by the children at St. John's School shows progression, the art curriculum covers a range of art techniques. This focuses on different elements that will require specific art teaching time in each year group. Planning provides a balanced programme of art, craft and design activities that will build on previous experience and achievement.

Each class teacher takes responsibility for facilitating children's progress. They consult with the Art co-ordinator, the Head teacher, the SENCO or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

Throughout the school, pupils will experience individual, paired, group and whole class teaching in Art. Every effort is made to ensure that work is carefully differentiated and

matched to the group (this differentiation may be in the form of different activities, different levels of adult support or different expected outcomes). Learning activities are structured to ensure continuity and progression.

A variety of teaching strategies are employed throughout the school for Art including:

- **Discussion** ~ The teacher will discuss with the class what the focus of the lesson will be. Expectations will be outlined and if an example of work is available this will be used as a discussion point to enable the children to visualise the task in hand. Discussion plays an important part during the lesson when ideas come from the creative task in hand.
- **Investigation and problem solving** ~ Particularly in craft activities. As children become more confident with their artistic skills, they can start to find the solutions to their own artistic problems. In order for the children to do this they need a sound knowledge of art skills and processes.
- **Directed art teaching** ~ Teachers follow the Art scheme of work
- **ICT** ~ Software packages to support children's learning. The Internet is a valuable tool for research and enquiry.
- **Visits** ~ Visits to the Grundy art gallery to see art exhibitions and workshops with visiting artists where possible.

Time Allocation

Art accounts for approximately 5% of the curriculum time across the school year. At Foundation Stage, Art is part of continuous provision activities and is used as a tool for teaching and learning on an almost daily basis. At KS1 art is both timetabled and used as part of Continuous Provision activities. There are opportunities within the timetable for KS1 children to access art based activities at times outside of timetabled art lessons. These serve to develop creative and imaginative skills together with consolidating previously learnt knowledge. At KS2, Art is timetabled as either a weekly lesson or the art lesson is shared with D.T. The classes then cover art lessons for three half terms and D.T. for three half terms. During the D.T. lessons many aspects of the art curriculum come into action meaning art is being taught but in a more cross curricular approach rather than a pure art lesson.

Resources

There are a variety of resources available throughout the school. Individual classes have a selection of materials that are used on a regular basis. Specialist Art materials are stored in labelled boxes in the stock room. The materials are stored in this manner to enable ease of maintaining stock and also to keep resources tidy.

Other Art resources include:

- Teacher's books, articles, posters and art packs.
- Some books in the school library.
- Visits to the Grundy art gallery.

The Art co-ordinator has a budget for buying resources. This amount is subject to an annual review.

Cross –Curricular Links

As well as making its own distinctive contribution to the school curriculum, art contributes to the wider aims of Primary Education. Much of the curriculum can be linked to art.

Literacy ~ Discussion is an aspect of the programmes of study for speaking and listening. It provides an important way for children to develop their understanding of their own and other's work and the different viewpoints and perspectives on their world that are represented in the work of artists, craftspeople and designers. With careful planning, art tasks can provide opportunities for children and apply their literacy skills and understanding.

Numeracy ~ Art tasks can provide opportunities for children to discuss and explore such concepts as shape, space, pattern and measuring.

Design and Technology ~ art can help children's learning in D.T by developing skills for working with tools, equipment and materials.

Computing ~ art can be used alongside computing by using a digital media package. The children can create a piece of work on screen, modify it then print out a hard copy for display purposes. The children can get an understanding of creating a piece of art work without using traditional art materials.

PSHE ~ children have the opportunity to discuss how a painting or piece of art work makes them feel. They also have the chance to empathise with a painter as to why s/he painted in a certain way or how¹ the painter felt whilst painting.

Recording and Reporting

Class teachers keep their own records and are responsible for reporting to parents. Parents' evenings and arranged meetings with staff help parents gain an understanding of both the Art curriculum and their child's progress.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- To show individual pupil performance/progress against agreed levels of attainment.
- To show which aspects of the subject have been covered.

The Art co-ordinator is responsible for collecting examples of completed artwork from all classes for a portfolio of work to support planning and recording activities. This will provide evidence of attainment.

Assessment

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence teachers are able to:-

- Identify the key skills that have been learnt.
 - Monitor pupil progress in Art.
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- Monitor cross curricular links.
- Use above information to inform future planning.

Evidence of pupil attainment to be collected using the following methods.

- Observation
- Questioning
- Marking
- Children are involved in assessing their own work. This helps them to understand their own strengths and needs. Pupil's self esteem can be enhanced by an increasing awareness of their own progress.

Special Educational Needs

For general details with regard to provision for children with special educational needs please see our agreed Special Educational Needs Policies.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give all pupils relevant and appropriately challenging work at each key stage.

Pupils will be given opportunities to work individually, in groups and as a whole class. Pupils will most often be making an individual response to a whole class/group stimulus. Art activities essentially require a personal response, so for many activities a pupil will be able to respond at their own level within the group.

We modify for less able children by

- Giving extra help and guidance by the teacher to reinforce learning of skills and concepts.
- Give more opportunities to practise.
- Give extra encouragement by working in a smaller group with adult support.
- Give opportunities to work on a group project with a more-able child to enable them to experience success and satisfaction.

We modify for more-able pupils by:

- Providing opportunities for them to develop their ideas further.
- Introducing new media, skills and concepts.
- Setting specific problems for them to solve that require a more disciplined approach.

Equal Opportunities

This is carried out according to our agreed Equality Policy.

All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The monitoring of the policy for Equal Opportunities is ultimately the responsibility of the Head teacher and the Senior Leadership Team, but every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Parental Involvement

Children always benefit if their parents are fully involved with all aspects of their child's education. Parents are informed of the work being covered in Art through the topic webs on the class pages of the school website.

INSET/Training Provision

INSET and training at St. John's School is carried out according to our agreed Staff Development Policy.

Staff development needs in Art are considered and planned for by the Art and Staff Development Co-ordinators. These needs are identified through monitoring, curriculum review, evaluation and the system of performance management. These needs are highlighted as part of the co-ordinators' subject development plan, which subsequently becomes part of the School and Staff Development Plans. The effectiveness of training is evaluated by individual members of staff, supported by the co-ordinator.

School Transfers

Completed transfer records make reference to achievements and attainment in Art as appropriate and are forwarded to a pupils' new school upon transfer.

Resourcing and Funding

This is done by the co-ordinator in line with priorities set in the School Development Plan and budgeting considerations.

The Art co-ordinator is responsible for maintaining and developing the Art resources and monitoring their usefulness. Resources are replaced and purchased by the Art co-ordinator following the general school ordering procedures. The current lists of resources and staff requests/concerns are considered each year before requisitions are made. The purchase of Art resources each year is dependant on the Art budget, which is bid for as part of the Subject Development Plan from the whole school budget. The amount of Art budget will change annually and reflects the degree of priority Art is given within the School Development Plan. The budget also needs to reflect the high amount of disposable items that need replacing annually to maintain everyday activities as well as the purchase of more specialist materials.

The Art Co-ordinator is also responsible for reviewing the resources and their storage annually in consultation with all staff.

The Role of the Co-ordinator - Helen Firminger

The Art co-ordinator is responsible for

- Determining the aims of the school for the teaching of art throughout the school and, in consultation with the Senior Leadership Team, staff and governors, devising objectives or targets to allow the school to achieve these aims.
- Ensuring all agreed methods of working in Art are put into practice and that staff regularly review these methods.
- Helping devise and document Schemes of Work for each year group in Art.
- Monitoring Art in the school, ensuring that the teaching of Art has its appropriate place in the broad and balanced curriculum of our school. This will include the monitoring of resources (including books, practical equipment, ICT soft and hardware), procedures (including timetables), teaching (including supportive lesson observation if appropriate).
- Monitoring the assessment, recording and reporting of Art throughout the school and supporting staff in reporting to parents if necessary.
- Undertaking an annual review of the Art curriculum in school as part of the School Development Planning process.
- Managing the budget allocation for Art and advising staff on resources throughout the school.
- Through personal reading and attendance at courses, keeping abreast of developments and evaluate new ideas and approaches in Art
- Keeping staff informed of such developments.
- Submitting reports to the governing body as required.

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of Art within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Art within the school in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried out at the end of each lesson by the class teacher and an evaluation of the overall curriculum (that the syllabus is fully implemented) is carried out by the co-ordinator. As with all evaluation the Head teacher has overall responsibility for monitoring the work done. An important element of the co-ordinators' role is that of monitoring the effectiveness of provision in Art. Pupils' progress and performance is evaluated taking account of factors which may influence this, including teaching methods, resources, schemes of work and accommodation.

Monitoring takes place in a number of ways:

- Assessment of recorded work and displays.
- Classroom observation, if and when appropriate.
- Discussion with individuals or groups of children.
- Discussion with members of staff.