



ART

*We show our love for Jesus in all we do and say.
Celebrate our gifts and our talents
As we enjoy learning and playing together.
We try to follow the example of St.Patrick within our school
Community.*

**Policy written: April 2020
Policy review: April 2022**

Introduction

Art has a significant and valuable role to play in the overall ethos 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 a variety of media, style and form. Children of all abilities are enabled to use their creative imagination to achieve their potential with teacher guidance and given criteria. Children work individually and within groups to develop social and personal skills. Art is not taught in isolation, wherever appropriate, it is linked to other areas of the curriculum and gives children opportunities to develop specific art skill and reinforces skills already accomplished.

This policy will form the basis upon which we map out characteristics and opportunities for Art at Key Stage 1 and Key Stage 2. It will outline the purpose, nature and management of how Art is taught and learned in our school and will inform new teachers of expectations.

Staff have access to the Policy via the *staff room* on '*Itslearning*'. Parents can see a copy of the policy on the school website.

Aims and Objectives

The school believes that Art is a vital part of the education of all children. It is important that the teaching of Art skills and Art appreciation are taken out of the topic framework. Art needs to be taught as a subject in its own right, however, it can be used to enrich and extend the teaching of other subjects. The children's understanding of the visual language of Art needs to be developed by effective teaching and by a sequence of experiences.

The school's aim is to provide an Art curriculum which will enable all children to reach their full potential in learning in art through investigating and making and through the development of their knowledge and understanding of the subject.

Curriculum Organisation

Characteristics of artists

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- Using knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.

- Independence, initiative and originality which children can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Essential Opportunities

Key Stage 1

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

Key Stage 2

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

Essential learning objectives

- To develop ideas
- To master techniques
- To take inspiration from the greats.

Teaching and Learning

Art will be taught in periods of blocked time allowing for the development of skills and understanding in depth.

Whilst Art will at times be related to topic work or other cross-curricular links, teachers also plan specific activities to provide adequate development of the skills, knowledge and understanding associated with the subject. Planned activities will take account of pupils' previous experience of art.

Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.

Teachers will ensure that the objectives of lessons and the criteria for success are clear to all pupils.

Where the supervision of art activities for specific groups of children is delegated to LSAs, they will be well briefed and able to support pupils effectively.

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue, and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher, to increase their thinking, extend the range of options that may be considered and raise individual standards. These 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.

The effective display and presentation of pupils' work and resource materials, and the efficient organisation and presentation of equipment and materials, has a positive effect on pupils' learning and on their respect for the subject.

Use of sketchbooks

Sketchbooks are used throughout the school 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 and all pupils use a sketchbook that is similar in format.

The contents of the sketchbook could include:

Experiments with a range of media that are:

- A record of what has been seen;
- Preparatory studies for further work;
- The development of ideas for further study;
- Photograph and other illustrative material to support ongoing work;
- Details of something that will be drawn or painted in entirety;
- ICT prints
- LQ with success criteria

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and will be seen as evidence for assessment and reporting purposes.

Equal opportunities and Inclusion

Art plays an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of art regardless of ethnicity, race, gender and ability. Every effort is made to ensure that activities are equally interesting to all genders.

Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain race, ethnicity or gender stereotypes. Teachers ensure that the curriculum is appropriate for the needs of all children.

Assessment, Attainment and Progress

School overview should be used alongside LQ and success criteria. The teacher will assess the child's work using the success criteria on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Assessment, Recording and Reporting

While recording is kept to a minimum it is sufficient to note an individual pupil's progress and to provide guidance for future teaching and learning. The medium term curriculum plans will form an aspect of the record of Art taught. Where weekly planning is annotated this will inform future planning.

Coherence of assessment across the school is supported by discussion and consultation between staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work.

Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The class teacher monitors progress in Art by:

- informal discussions with children;
- assessing work and progress;

Resources

Equipment and resources for Art are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials will be organised, and pupils are expected to take an increasing level of responsibility for that organisation. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instruction them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing then safely after use. The class teacher should report damage to equipment to the Art Leader as soon as possible.

Review

This policy is monitored through:

- Regular scrutiny of children's' work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of our school.