



Policy on Art

This policy represents the agreed principles for the teaching of Art throughout the school. The governors and all the teachers representing the Foundation Stage, Key Stage 1 and Key Stage 2 have agreed this policy.

School Aims:

Our aims for the school are based on our agreed values and inform our vision for the school. These are:

- Learn and grow together within the safe, caring and happy environment ;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty, respect and tolerance;
- Ensure opportunities for all.

1 Aims and objectives

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

1.2 Our objectives in the teaching of art are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to explore and develop skills in different techniques across a range of media in order to produce effective and creative outcomes;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to critique art work produced by a range of artists using images and words.
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists.

2 Teaching and learning style

- 2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Communication Technology (ICT).
- 2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting tasks that are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, where not all children complete all tasks;
 - grouping children by ability, and setting different tasks for each group, where appropriate;
 - providing a range of challenges with different resources;
 - having more adults support the work of individual children or small groups.

3 Art curriculum planning

- 3.1 Art is a foundation subject in the National Curriculum. At Shepherd Primary School, we have taken the skills from the New National Curriculum to create a differentiated planning overview. This includes each Year group looking at a specific Artist. Planning is linked to the Year group's Creative Curriculum topic, where possible.
- 3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the phase, ensuring skills in the three aspects of Art (painting, printing and drawing, 3D communication and collage and textiles) demonstrate progression. Our subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 Our medium-term plans, give details of the skills which will be taught in each unit of work. These skills define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.
- 3.4 Class teachers complete a weekly plan for each art lesson. These list the specific learning objectives and expected outcomes, and give details of how to teach the lessons. Plans are flexible. They are annotated and adapted as the lesson progresses, to ensure sequential learning. The class teacher keeps these individual plans, and the class teacher and subject leader discuss them on an informal basis.
- 3.5 We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 The Early Years

- 4.1 We plan activities for creative work using the Expressive Arts and Design objectives from the Early Years Foundation Stage Curriculum. The objectives include art, music, dance, role-play and imaginative play. They underpin the curriculum planning for children aged three to five. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.
- 4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art to teaching in other curriculum areas

5.1 English

Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Personal, social and health Citizenship education (PSHCE)

Art contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. Children have the opportunity to develop skills in teamwork when producing collaborative art work. They have the opportunity to meet and talk with artists and other talented adults during their work.

5.4 Spiritual, moral, social and cultural development

The teaching of art 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 cooperate 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 of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople. They develop a sense of art as an integral part of the world around them.

6 Art and ICT

- 6.1 ICT enhances our teaching of art, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using digital and video cameras, scanners etc. They record their observations, and they manipulate them through photo-editing or painting software to create individualised images. The children also use the Internet, to find out more about the lives and works of famous artists, and to assemble their own presentations about them.

7 Art and inclusion

- 7.1 We teach art to all children, whatever their ability and individual needs. Art forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.
- 7.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.
- 7.3 When the progress of a child lies above the expected range, the child is deemed as Talented. The needs and creativity of the child is nurtured through differentiated tasks and teaching. Specialist teaching, provided by the art subject leader, may also be required. Additional opportunities to use art within the school and wider community should be sort after.
- 7.4 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.
- 7.5 We enable all pupils to have access to the full range of activities while studying art. Where children participate in activities outside the classroom (a visit to an art gallery, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 We assess the children's work in art while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. When appropriate next step marking should be used, to ensure maximum progress across a unit of work. At times, children may also be required to self assess their learning and progress. At the end of a unit of work, we make a judgement against the National Curriculum levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work, considering the skills which require additional support. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.
- 8.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- 8.3 The art subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in art and design in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material.

9 Resources

- 9.1 We have a wide range of resources to support the teaching of art across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the design and technology room. Specialised equipment, such as stanley knives are kept in a lock cabinet.

10 Health and Safety

10.1 All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications.

11 Monitoring and review

11.1 The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art, and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual summary in which s/he evaluates the strengths and weaknesses in art, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe lessons of art and design across the school.
- Tracks progress and achievement across Phase 1 and Phase 2.
- Monitors planning to ensure skills are embedded within lessons and progression across the school.
- Carries out work sampling with the governors

11.2 This policy will be reviewed at least every two years.