



Art Policy

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Date Written: September 2022

1. General Statement

At Holly, we believe that the arts are an important way of knowing the world and interpreting our experiences in it. We wish to develop creativity in the children and understand that this needs a sound base in knowledge and skills, but also teaching methods which are flexible and open ended so that the children can flourish. We understand that creative work is not only a question of playing with materials in a random way but has much to do with serious, sustained effort, often at very high levels of absorption and intensity. This means that we have respect for standards, aiming purposely at producing work of high quality, whilst developing confidence and originality.

2. Our Aims for Art

At Holly, we aim to provide opportunities for all children to:

- find enjoyment in art and creativity
- experience a wide range of artistic experiences, working with a variety of media, in order to develop observational and manipulative skills
- appreciate a wide range of artists and art works
- work co-operatively, value and respect work, while developing critical appreciation of their own work and that of others
- hold a positive self-image and confidence in their abilities
- develop their observation and description skills
- discuss their work using appropriate vocabulary
- express ideas and feelings through creative work in both two and three dimensions.

3. Our Aims as Teachers of Art

At Holly, as teachers of art, we ensure quality learning by:

- having high expectations of children's learning whilst setting achievable challenges
- offering opportunities to practise and develop skills and apply them to meaningful activities
- setting challenging tasks matched to the ability of each child
- being well planned and organised, yet flexible to make optimum use of originality and individuality
- offering children the opportunity to follow their own direction wherever appropriate

- displaying work in an attractive and stimulating way
- listening to and encouraging children to talk about their work
- assessing children's work in a variety of ways
- providing well organised and cared for resources

4. The National Curriculum Objectives

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- About great artists, architects and designers in history

5. Planning and Teaching

EYFS

In the EYFS (Early Years Foundation Stage), pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1, pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage, pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2, pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Holly Primary School works on a two-year cycle of themes where a range of skills are covered. Art is included throughout the two years and planned out to ensure all skills are covered, a range of artists are studied and a range of materials are used. This also allows us to show the progression of skills as the children make their way through school.

6. Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, pupils will keep their sketches in their art and design books.

Progression and achievement is tracked against learning objectives and skills.

Photographic records and some work may be kept until the end of the year.

Parents are informed on their child's report if their child is working at the expected standard. Further discussions can take place during learning review meetings.

7. The subject leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning. They will monitor the quality of teaching and the standard of work produced. The subject leader will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore. They will ensure the resources are well kept and ordered. They will write and review the art policy and add to the School Improvement Plan.

8. Resources

Art resources are stored in 2 main areas: the art cupboard near the cloakroom and the cupboards near the sink in the year 3 and 4 classroom. Paper is kept in the paper store. All staff are aware of where to find the resources. The whole school is responsible for maintaining the organisation of the art resources, and teachers need to be seen to care for all art resources to provide a positive role model for the children to follow suit. The art coordinator is responsible for maintaining the supply of resources.

9. Displays

The school promotes the displaying of art work in classrooms. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning. Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests

10. Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities.

11. Special Needs

The art curriculum should be accessible to all the children in school regardless of their capabilities. Art activities should be planned so that all children with special needs may have the opportunity to participate fully. Children with particular emotional needs, or communication difficulties will benefit enormously from being able to express themselves in an artistic way. The values of these opportunities should be exploited to their full potential.

12. Equal Opportunities

All children should be entitled to develop their artistic potential as far as possible. The school art scheme has been planned to ensure that the critical studies component will expose pupils to a balance of artists from both genders and from a range of cultures both European and non-European.

13. Contribution of art in the core curriculum

English

Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths

Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing

IT is used to support art and design teaching. Children use IT software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE

In art lessons, children are taught to discuss how they feel about their own work and the work of others.

SMSC

Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.