



## The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary Schools Art policy

### Introduction

The federation of Antrobus St Marks and Great Budworth we value art because it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child, a sense of enjoyment and purpose and provides pupils with a unique way of perceiving themselves which is essential to their learning. It also broadens the range of opportunities we provide for children to achieve.

This policy reflects the school's values and philosophy in relation to the teaching and learning of art. It sets out a framework within which teaching staff and classroom assistants may operate, and provides guidance on planning, teaching and assessment.

### Intent:

Through the teaching of Art we aim:

- To promote children's enjoyment of art.
- To encourage the development of imagination, original thought and personal expression.
- To develop the children's aesthetic awareness and help them to make informed critical responses about their work and the work of others.
- To provide children with the opportunities to study and record both man-made and natural phenomena.
- To ensure children develop an expertise in using a wide range of materials and equipment and techniques, so enable the realisation of their ideas.
- To provide opportunities to study contemporary, historical, cultural and religious art and artists.
- To provide opportunities to work in sketchbooks and develop their visual literacy skills when evaluating pieces of art.

<u>KS1 Aims</u>	<u>KS2 Aims</u>
Use a range of materials creatively to design and make products.	Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
Use drawing, painting and sculpture to develop and share their experiences and imagination.	Create and use sketchbooks to record observations, to complete artist research, to complete designs and to review and revisit ideas.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Learn 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.	Learn about historical and contemporary artists, architects and designers and how their work relates to and is influenced by society.

### **Implementation:**

Pupils should be given the opportunity to learn through real experiences, teacher-prepared materials, practical demonstrations, structured tasks and educational visits. These tasks should incorporate drawing; painting; collage; printing; 3D and textiles. The opportunity should be given for pupils to evaluate and respond to art using visual language, and to make informed comments about their own work and that of others.

Lessons should be planned and organised to allow children to work independently, in pairs, as part of a small group or as a whole class, regularly. At least once during their time in key stage 1 and then 2, arrangements will be made for local artists to visit school to work with each class or for classes to visit a local gallery. This will provide opportunities for children to see other artists at work and enable them to learn new skills and techniques.

### **Differentiation:**

Children with Special Educational Needs should be integrated as fully as possible into all aspects of the Art curriculum. Differentiation by task, support and outcome will allow all children to improve their confidence and self esteem, as well as meeting the individual needs of the class. When planning group work, it is important to incorporate some activities in which mixed ability groups can be used. Low ability children should have opportunities to work alongside more able pupils. In doing so, children will be able to consolidate their skills by demonstrating what they are capable of to others or on the other hand, lower ability children will be able to observe good practise from their peers.

The position on the learning continuum should be considered when planning to use resources and equipment. In some cases, different equipment may be required for less able children, or for more able pupils who require a more challenging task.

### **Resources:**

The main Art resources are stored centrally in the Art cupboard in class 4 cloakroom. Paper for work and display work is kept in the paper tray in the Hall- (GB).

Resources at (ASM) are stored in class cupboards and the hall store. Any unused resources should be returned to their allocated storage area at the end of each lesson / activity by an adult. Consideration should be given to other members of staff who may be waiting to use a particular resource.

Art resources are expensive and this should be considered when planning how an activity will be implemented. Pupils need to be taught to use resources in an economical way, to think about what they need and to cut down on waste. The Art lead should be informed when a particular resource is running low, to allow time to order and receive them before running out completely. Requests for additional resources should also be given to the art lead.

### **Educational Visits:**

Children must have the opportunity to visit a local gallery, or complete an art workshop with the help of local artists within school. Ideal opportunities for these visits are during theme week, but if other ideal opportunities arise due to current exhibitions, visits can be planned and organised accordingly.

### **Health and Safety**

A risk assessment must be carried out prior to any off-site visit. These are often available from the Art Gallery or location of the visit. It is the responsibility of the class teacher to ensure the risk assessment is complete before the visit takes place. Risk assessments must also be made for the journey to and from school.

When in school, all children should be taught to use items of protective clothing, when necessary, and to be encouraged to maintain a safe and tidy workspace. Teachers and pupils should be aware of potentially hazardous tools and materials, in relation to their storage and use.

### **Impact:**

On-going teacher assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to aid future planning and to enable the teacher to match the tasks set with the needs and abilities of the pupils.

Progress of art work should be recorded within each child's individual sketchbook. Teachers must not write on any art work produced by any pupils in their class, but should provide verbal feedback. When assessing work produced in sketchbooks, teachers may write comments on the back page or use removable post it notes containing targets.

The children's exposure to artists from different cultures and periods of time will develop their cultural capital.

**Cross-Curricular Themes**

There are many opportunities to use Art as a basis for work in a variety of other subjects. These may include Design Technology, History, Geography, Literacy, PSHE and many more. Children should be encouraged to look closely at pieces of art work and consider the focus for each piece as well as the artist's perception and emotions towards the subject. In addition, there are numerous websites available for both teachers and pupils to use which provide a wealth of ideas and information relating to all aspects of Art Education, including the Tate website.

**Review**

Signed:..... Chairman of Curriculum Committee

Signed:..... Headteacher

Date:.....

Review Date: Every 2 years

Reviewed by: Rachel Corradine

Date: November 2019

Reviewed: Summer 2021