

Cheswardine Primary School

Art Policy 2020 Subject leader: Sarah Jones

Statement of Intent

At Cheswardine Primary School, we believe that art, craft and design stimulates creativity and imagination. It provides tactile and sensory experiences and a special way of understanding and responding to the world around them. Art provides a unique vehicle that enables the recording of expressions, ideas and observations of individuals and their world through an enormous range of materials and processes, allowing our children to **SHINE**.

Aims: Our aims in teaching art enable all children learn to:

- ✓ **Succeed** when using a range of materials and techniques , whilst improving the children's ability to become proficient in these techniques.

- ✓ **Happy** - to find enjoyment in art and creativity **in varied environments.**

- ✓ **Independent** - When making observations, expressing ideas and feelings through their creative work in both two and three dimensions. Children are able to value and respect their work and the work of others. Discuss work using appropriate vocabulary.

- ✓ **Nurtured** - Through their enjoyment in art and creativity, which will boost and create a positive self-image and confidence.

- ✓ **Empowered** - Discover a sense of purpose and fulfilment in artistic expression. Appreciate a wide range of great artists, craft makers and designers.

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

Implementation:

EYFS (Early Years Foundation Stage)

We provide a rich environment where we encourage and value creativity. Children experience a wide range of activities that they respond to using the various senses. They 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, **environments** and processes. We relate the creative development of children to the objectives set out in the Early Learning Goals. At this stage, children to make connections and begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

National Curriculum Objectives

Key Stage 1

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.
- ◆ To learn about the work of a range of artists, craft makers and designers. Describe the differences and similarities between

different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils are taught to:

- ◆ 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.
- ◆ To learn about great artists, architects and designers in history.

Impact:

Teaching and learning style:

Our school uses a variety of teaching and learning styles in Art and Design lessons. Our principle 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, evaluating and developing work. Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own and others' work to say what they think and feel about them, to reflect on what went well and how their work could be improved further. We give the children the opportunity to work on their own and collaborate with others on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources **in varying environments**, including ICT. Planning for art and design is provided for in medium and long-term plans. To ensure progressions of skills teachers can refer to *Step-by-Step* guides which ensure we build upon prior learning of the children. We also build planned progression into our scheme of work, so that there is increasing challenges for the children as they move up through the school.

Assessment and recording: Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. At Key Stage 2, pupils are required to show their progression in their sketchbook. Photographic records and some work may be kept until the end of year 6.

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.

Resources : Each classroom has basic art resources maintained by the individual teachers. Extra resources are available in the stockroom but can be ordered if needed.

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.

Equal opportunities: We teach art to all children and recognise that we have children of differing ability in all of our classes. We provide suitable learning opportunities for all children by matching the challenge of task with the ability of the child. The teacher takes into account children with SEN support and uses additional adults and/or resources, to support the task of individual children or small groups.

Agreed: April 2020

Review: April 2022