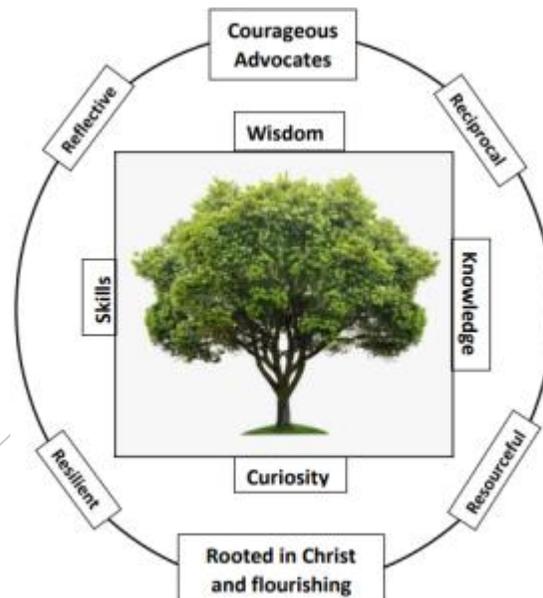




Art Policy

I have come so that they may have life,
life in all its fullness John 10:10



Our Vision Statement

Our Christian family leads and encourages everyone to:

- Flourish; soar in faith and talents
 - Serve others courageously
 - Be excited and curious to learn

We do this within our safe, happy, diverse and nurturing Christ-centred environment ensuring 'all have life and have it to the full' John 1

Policy Statement for Art

I have come so that they may have life, life in all its fullness John 10:10

This policy reflects the school's values and philosophy in relation to the teaching and learning of art.

Whittle-le-Woods C.E. Primary school considers that art and design is an essential part of its broad and balanced curriculum and it is taught as part of a creative curriculum within a Christian context

Purpose of study

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation'.

National Curriculum 2014

"To be an artist is to believe in life." – *Henry Moore*

"Art evokes the mystery without which the world would not exist." – *René Magritte*

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake, Children's Laureate

Aims

- To provide a coordinated, innovative art programme which will foster enthusiasm for art and design amongst all the children.
- To give all children access to a varied range of high quality art experiences.

- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To stimulate children's curiosity, creativity and imagination by providing visual, tactile and sensory experience.
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To inspire confidence, value and pleasure in art.
- To equip children with the skills and confidence to express their own ideas, feelings, thoughts and experiences.
- To respond critically and imaginatively to ideas, images and objects.

Examples of how we can Use our God given talents to benefit others in Art.

To flourish and soar in talents, and bring joy to others through sharing these talents.

To share talents by teaching others a particular technique.

Create awe and wonder through the creation of original artwork.

Look for talent in others to help us realise our own talents and reach our full potential.

Scheme of work:

Key Stage 1

In Art we will:

- explore and develop our ideas by drawing, collecting ideas and talking about them;
- try out and use a range of materials and tools for drawing, painting, collage, textiles, digital, media and printing;
- think and talk about our ideas as we work so that we can change things if we want to;
- learn and understand about colour, line, texture and shape by exploring them;
- look at and talk about the work of other artists.

Key Stage 2

In Art we will:

- investigate, record and develop our ideas by collecting information in our sketch books;
- learn to use different materials and tools (including Computing) to create our art work;
- adapt our own work after discussing, comparing and learning from our own and others work;
- learn more about the visual and tactile elements such as colour, line and shape etc and how to use them;
- look at art, craft and design work from different times and cultures and use this to help in developing our own work.

Teaching and learning style

We use a variety of teaching and learning styles in art and design.

We value the importance of experimentation and discovery.

Children's research and developmental art work are valued as equally as the final piece of work.

We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.

The Learning Environment

We provide a rich environment in which we encourage and value creativity.

Children experience a wide range of stimuli that they respond to, using the various senses.

We aim to provide the opportunity where children will work with a range of practising artists in their school career.

The art and design learning environment is extended outdoors as much as possible to make use of the local environment/ nature as the starting point for aspects of our work.

Progression and the Curriculum

Using the National Curriculum document, we have designed our own Art curriculum overview, which guarantees all children experience quality teaching of each aspect of art and design. (See schemes of work)

Organisation, Planning and Evaluation

To inform our planning we use the Foundation Stage Guidance, the National Curriculum framework for Art and Design and the Lancashire KLIPs document.

Art is planned as part of a Creative Curriculum and is taught through themes (See website for theme overviews).

Differentiation

When teaching art, we recognise the fact that we have children of differing ability in all our classes, and we take into account the needs of all children, including the targets set for individual children in their Individual Learning plans (ILPs).

We provide learning opportunities matched to the needs of all children including the talented, those with barriers to learning and participation and those with different cultural or linguistic origins.

We ensure that we provide suitable learning opportunities for all children by:

- Setting common tasks that are open ended and can have a variety of responses;
- Providing a range of challenges with different resources;
- Using additional adults to support or challenge individual children or groups of children.

Enrichment is provided for the recognised talented artistic and creative pupils within our school.

This aims to stimulate and develop creativity and imagination through a wide range of self-motivated activities and through workshops in and out of school.

Each child has a sketchbook in which they are free to extend and improve their skills, enabling them to be active learners who can achieve at the highest level.

Additional Educational Needs

Art forms part of our school policy to provide a broad and balanced education for all children.

Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

We take into account the needs of all children, including the targets set for individual children in their Individual Education plans (ILPs)

Equal Opportunities

The whole school policy on equal opportunities will be followed in art.

The Early Years Foundation Stage

Children in our Early Years Foundation Stage are encouraged to explore create with a range of materials. In the Early Years Foundation Stage Art prepares children with the prerequisite skills and vocabulary needed to prepare them for the National Curriculum, the most relevant areas being, Expressive Arts and Design and Physical Development.

Assessment and recording

Assessment in art takes place during lessons (AfL), through discussions and observation. Opportunities for assessment are identified in medium term planning.

Staff produce a written record of pupil achievement measured against identified learning objectives.

Assessments focus on the key skills taught and are passed to the next teacher.

A pupil's achievement in art and design is reported to parents at parents' evenings and through the annual written report.

A sample of artwork is selected by the subject leader to assess standards and ensure progression.

Resources

We have a wide range of resources to support the teaching of art and design across the school.

Classrooms and group areas have a range of basic resources. Most equipment and resources are stored in the store cupboard in the cellar.

The Art subject leader is responsible for ordering resources. Teachers are encouraged to compile a list of desired materials in advance of the art order being submitted.

ICT

We value the importance of ICT as a tool in engaging children in visual enquiry.

Children use computer graphics and related software in their own work, and the Internet for research.

Visual information is collected by using digital and video cameras, and stored through programs such as Purple Mash.

Health and Safety

Class teachers are responsible for the safe storage and use of tools and materials in their own classrooms.

The art subject leader is responsible for the storage and maintenance of tools in shared areas and the main storage area in the cellar. (See H&S documents, including CLEAPSS – Appendix).

Display

Artwork will be displayed in classrooms, corridors and in the hall where our aim is to celebrate children's achievements and to show the progress achieved by the children across school.

Monitoring and review

The Art and Design subject leader is responsible for the monitoring of the implementation of this policy.

Last reviewed April 2022