



## North Stainley Primary School

### Art Policy

This policy outlines the teaching and learning of Art taught at North Stainley Primary School. The policy has been drawn up to reflect our whole school approach to Art and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community supported by and in partnership with parents.

#### Rationale

Art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences as 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.

We aim to foster an understanding and enjoyment of art, craft and design through a broad and balanced education. Art and Design education combines practical and theoretical aspects to develop the children's breadth of skills and knowledge. This is developed through observation, exploration, investigation, creation and the development of ideas and evaluation.

#### Aims

- Promote, encourage and develop creativity
- Increase enjoyment in the Arts
- Extend and enrich other areas of the curriculum, through creative curriculum links
- Develop an awareness of, appreciation of and respect for the skills and achievements of others
- Provide opportunities for study and contact with Arts professionals
- Encourage all involved to have a go without fearing failure
- Provide opportunities for collaboration in the Arts
- Develop powers of observation, imagination and memory through visual, tactile and sensory experience reflecting and making comments about the world in which they live
- To work with a wide range of media
- Develop an understanding of colour, form, texture, pattern and shape
- Make increasingly informed and creative choices about materials and tools appropriate to the task
- Learn to safely and appropriately use and maintain tools and techniques in accordance with health and safety requirements.

#### The Organisation of Art in the Curriculum

In the initial stages, teaching should be relatively non-specialist, requiring a few practical skills. The gradual acquisition of skills needs educational experiences which are logical and progressive. The prerequisites for development are observation, thinking and a sense of purpose. The Chris Quigley Key Skills document is used to show the accumulative development of these skills.

Some aspects of art are taught as a distinct subject, ensuring that there is a learning focus on progression of skills, knowledge and understanding. However, in line with the school's creative curriculum development, art is also taught through a theme or topic based approach which encompasses subjects that link and complement each other.

This involves the development of visual skills, knowledge and understanding, making and investigating along with art appreciation. The children experience a variety of techniques and skills. In lessons they have the opportunity to select from and use a wide range of materials while learning about traditions, famous artists and celebrated pieces. Children should be able to experience the individual elements of line, tone, colour, texture, form and pattern and shape in their learning.

They are encouraged to use their own creativity and to study the work of other artists. Wherever possible, we try to bring in local artists or those who can enrich our provision to make art come to life for the children.

The teaching of Arts will be approached through:

- Timetabled class arts sessions and shorter incidental arts opportunities
- Working individually in pairs and groups
- Cross-curricular themes
- Dedicated activities and days, sometimes involving outside providers
- Partnership with outside agencies and organisations
- The provision of extra-curricular activities on a regular or one-off basis
- Planned homework activities
- The celebration of success of individual and collective achievement by showcasing pupils' achievements including those developed outside school

### **Range**

Early Years: Art and Design is covered through the 'Creative Development' strand of the foundation stage. During the Reception year the children will develop their creativity and imagination in Art and Design through their own experience and environment; through both teacher focused and initiated and child initiated activities.

Children will:

- Explore the visual, tactile and sensory qualities of materials
- Explore colour, texture, shape, form and space in two and three dimensions
- Use their imagination and express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, designing and making

### Key Stage 1:

During KS1 Art and Design aims to develop children's creativity and imagination through their own experience and environment whilst beginning to develop their knowledge and skills.

Children should:

- Explore the visual, tactile and sensory qualities of materials and processes; begin to understand colour, shape, space and pattern and texture and use them to represent their ideas and feelings
- Try out tools and techniques and use these to investigate the possibilities of a range of materials and processes
- Investigate different kinds of art, craft and design by looking at the work of artists, craftspeople and designers from a range of times and cultures.

- They should begin to ask and answer questions about pieces of work like:
- What is it like?
- What is it made from?
- How is it made?
- What do I think and feel about it?

### Key Stage 2:

During KS2 Art and Design aims to develop the children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through increasingly more complex activities.

Children should:

- Improve their skills and control of materials, tools and techniques; becoming more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think
- Increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures by commenting on works and asking a range of questions like:
  - Why was it made, for what purpose?
  - What is the work about?
  - What materials and processes were used to make it?
  - When and where was it made?
  - What do I think and feel about it?

We provide:

- The opportunity for children to develop their awareness of Artists, Craftworkers and Designers, both past and present; this will be done within the context of the child's own work
- Opportunities for children to develop awareness of art in other cultures
- Opportunities for children to recognise and build upon previous experience and take account of their previous achievement
- Art Galleries (both 2D and 3D) in each classroom to display children's work and achievements

### Use of sketchbooks

Throughout the school children are encouraged to use sketchbooks. These are used, not only to record observations, but also to draw ideas, designs and plans and to collect information and evidence of current work. A child's own interest and individual style should be encouraged. A sketchbook is also an aid to record keeping and can play a major part in assessment throughout the Key Stages. It shows a progression of skills and ideas as the child develops.

### Assessment

We assess the children's work in art, craft and design whilst observing them working during lessons. Teachers allow time during lessons for a child's own assessment of work and teacher assessment through verbal interaction e.g. what do you like about your work? How could you have done it differently? What could you change/improve? Peer assessment is encouraged, and the children are expected to make positive comments about other's work as well as ask questions.

The sketch book also offers the teacher a collection of art work all in one place which will aid with monitoring progression and assessment. Children's progress is also assessed using the Chris Quigley Skills level descriptors.

Photographs of artwork and art displays are taken as evidence and kept in a digital portfolio on the school's shared network, by the subject leader.

### Continuity

Progression in Art is shown through the different expectations at each key stage. Expectations for each level can be found in the Chris Quigley Key skills document.

### Resources

All classes have a range of basic resources including paints, brushes, collage material and craft and design supplies, however the more specialised equipment such as clay and modroc is kept in the central resource shed which is only accessible to adults.

Art and design supplies are monitored by the subject leader and re-ordered accordingly. Any resources needed for any particular project or event are discussed with and sourced by the subject leader or Head Teacher.

Signed (Chair of Governors) \_\_\_\_\_

Date \_\_\_\_\_

Date for review \_\_\_\_\_