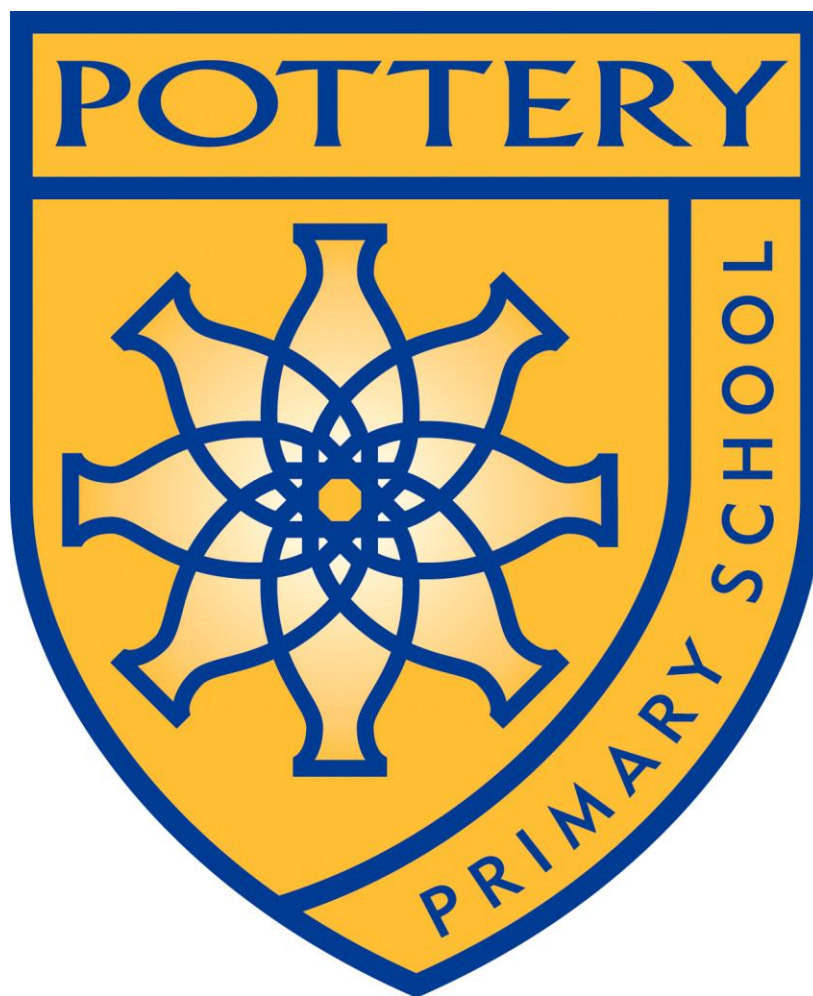


# Art



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Reviewed by: C.Hodgins

# Art Policy

## Introduction

This document is for the information of staff, governors, parents and all those concerned with the learning and welfare of the children at Pottery School. It complies with the National Curriculum requirements for teaching Art.

## Policy Statement

This document is a statement of aims, principles and strategies for the teaching and learning of Art at Pottery School. It has been compiled to maintain equal opportunities and continuity in the teaching of Art.

## Aims and objectives of Art

***'Art, craft and design embody some of the highest forms of human creativity.'* (DfE)**

Art nurtures and harnesses a range of skills and techniques so that children are proficient in drawing, painting, sculpting and at using other art, craft and design techniques. This enables the children to become visually literate and understand that art, craft and design is a form of communication. Art develops children's capacity for creative work, exploring their ideas and recording their experiences without the fear of failing and also helps children to develop socially through shared tasks. Children use a wide range of different medias to communicate ideas and feelings becoming independent planners, reviewers, evaluators and analysers of their own and others creative works using the language of art, craft and design. This enables children to develop their full potential, confidently and independently, regardless of their race, gender, cultural background, or ability. A knowledge about great artists, craft makers and designers will be fostered.

## Content

### Foundation Stage

Art and visual imagery are very important to young children and may also serve as a form of non-verbal communication for those unable to communicate in other ways. In the Foundation Stage art is taught as an integral part of the topic work covered during the year, as well as developing basic skills. Art activities are related to the objectives set out in the Early Learning Goals (ELGs), which underpin the Foundation Stage curriculum planning.

Art makes a significant contribution to the creative development of the child by allowing them to explore colour, texture, shape, form and space, responding to what they see, touch and feel, and express their ideas by using a widening range of materials and tools. The children are given every opportunity to

participate in art, craft and design activities and the children will be given a wide-ranging, varied experience of art that covers the six areas of study (drawing, painting, sculpture, printing, textiles and collage) at least once throughout the year. This will include working on both large and small scale projects using a variety of materials. It further supports the other areas of the Early Learning Goals and the Characteristics of Effective Learning through the choices the children make, the exploration and language used.

For children in Foundation Stage, Art is a truly expressive activity. This can be seen through either the teaching of specific art skills or by the provision of a free choice of art materials.

### **Key Stage One**

In Years 1 and 2 will use a range of materials and techniques to plan, make and evaluate not only their work, but the work of others.

Within Key Stage 1 the children will use a range of materials creatively to design and make their products. Use drawing, painting and sculpture to develop and share their ideas, imagination and experiences. Time is spent developing a wide range of art techniques in using colour, pattern, line, shape, form and space.

They will have time to find out about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.

From Year One onwards all children will have a sketch book. This is not only a record of achievement but also shows elements of exploration, research, experimentation and evaluation. It is intended that this sketch book represents a working document showing the development of series of lessons.

### **Key Stage Two**

In Key Stage Two, the children will continue to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

The children in Key stage 2 children will:

- continue to create a sketch book to record their observations and use them to review and revisit ideas when necessary.
- improve their mastery of all the art and design techniques that they have experienced, including those of drawing, painting and sculpture with a range of materials.
- learn about great artists, architects and designers in history.

### **Language and Communication**

Children:

- will use related art vocabulary when planning, creating and evaluating their work.
- Use a range of sources to research and present information on artists and art movements.

### **Values and attitudes**

Children will:

- work with others, listen to each other's ideas and treat them with respect;
- have opportunities to consider their own attitudes and values and those of other people;
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available;
- develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

In Pottery Primary School we use the 5 'Pottery Ps' to encourage and support our children. These are: Proud, Passionate, Persevere, Polite and Positive.

### **Organisation within the curriculum**

The staff at Pottery Primary School have developed a creative curriculum; designed to inspire and encourage the children to become lifelong learners. We utilise PlanBee as a scheme in which teaching staff and subject leads adapt and develop lessons and teaching to personalise the learning in accordance to the pupils in our school. We ensure that the National Curriculum objectives are covered and that we develop meaningful units of study for the pupils that link into the creative curriculum. In years one to six, cross-curricular links are developed wherever possible through our 2 year rolling topic cycle.

### **Assessment and record keeping**

Teachers should identify assessment opportunities at the medium term planning stage. This should take the form of observations and discussions with the children about their work. All children from Reception will have an art assessment book (Art Journal) which will only have a drawing of a person independently recorded twice a year (September and July) and a painting once a year (January). This book will go with the child throughout school and is passed onto the next class teacher for the beginning of each new academic year. Copies will be taken from specific children from each year group and collected within the Art Co-ordinators file. This is to monitor and track the standard and progression of drawing and painting skills throughout the school, across both Key Stages.

Attainment levels will be recorded on Itrack and monitored by the subject leads. A final end of year assessment is made, identifying the level in which the child is working. Children within the Foundation Stage are assessed within Expressive Arts and Design.

### **Equal Opportunities**

Teacher's planning will indicate where and when necessary, how activities or investigations are adapted or extended to cater for children of differing abilities. Children may be grouped in such a way that these abilities can be best catered for and this may involve children being taught by another member of staff other than the class teacher.

Every effort is made to ensure that activities are as equally interesting and accessible to both boys and girls. Teachers strive to avoid any bias according to a child's sex, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council

## **Health and Safety**

Health and safety issues in art and design include the storage and use of materials, tools and techniques in accordance with health and safety requirements. Children are instructed in the correct and appropriate use of all resources for art, craft and design activities. They are made aware of specific dangers e.g. when using sharp or heated resources and are supervised during all activities. All hazardous equipment and substances are only used under full adult supervision following relevant risk assessments. All hazardous substances are stored by the caretaker.

## **Special Needs**

All teachers have the responsibility for meeting the needs of children with Special Educational Needs (SEN).

For pupils who may need the provision, suitably differentiated material will be provided to enable pupils to progress and demonstrate achievement. Such material will be presented in contexts suitable to the pupil's age.

Wherever practical, provision will be made for pupils with special educational needs, where it affects their ability to take part in art, craft and design lessons. This may involve the use of special equipment and it is the responsibility of the class teacher to bring any additional needs to the notice of the Art Co-ordinator.

## **The role of the Art co-ordinator**

All teachers are responsible for ensuring that they deliver the appropriate areas of the Art national curriculum to their children.

The co-ordinator will:

- ensure that progression is evident across the all year groups;
- coordinate with other subject leaders to continue to develop the creative curriculum within our school;
- monitor Art work books
- report back to staff by:  
discussing planning with any individual member of staff if necessary
- discuss any issues that are raised at staff meetings.
- be available to help with any Art planning or to support with art techniques being taught by members of staff
- audit and keep resources up to date within the constraints of the Art budget.

The Headteacher and staff will review this policy regularly. Any amendments will be presented to the Governing Body for their approval.

