



Overleigh St Mary's C of E Primary School

Art Policy

Signed by:

11 Feb 2022

Head teacher

Date:

Chair of governors

Date:

11 Feb 2022



ART AND DESIGN POLICY

Date Authored: Spring 2022
Date to be reviewed: Spring 2023
Co-ordinator: Ian Mander
Nominated Governor: Karen Shapland

Our Vision

Overleigh St. Mary's CoE Primary School, a caring centre of learning, where all individuals are inspired and enabled to achieve excellence in every aspect of school life – academic, social, personal, physical and spiritual.

Our school motto of '**Children First**' proudly beats through the heart of our thriving community.

At Overleigh St. Mary's our culture of high expectations in everything that we do ensures educational excellence for all with no child left behind. We strive for and achieve academic excellence with opportunities to develop wider sporting, artistic and social skills. We want our children to have a clear sense of moral purpose and character as well as to be enquiring, reflective and passionate learners. When our children leave us they display honesty, integrity, resilience, perseverance, compassion and self-discipline.

As a church school we nurture spiritual growth and provide an environment where each child can develop and fulfil their potential as a citizen of the future. Through a personalised, relevant and engaging curriculum we develop 21st Century skills ensuring our children embark on life confident of their place within a global society and able to become leaders in it.

INSPIRE. EDUCATE. SUCCEED

PURPOSE / VISION STATEMENT for ART and DESIGN

At Overleigh St Mary's it is our vision to engage our pupils with a variety of interesting and varied art skills and techniques, and to encourage our children to experiment and express their individuality. Children will be inspired through high-quality teaching of great artists, architects and designers throughout history to stimulate their awareness of a range of art and design genres. Throughout the year, all year groups will explore at least one art and design unit per term, linking projects to coincide with topical themes where appropriate.

AIMS & OBJECTIVES

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, collage, printing, textiles, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In Year 1 and 2, all children will begin to master the techniques of; drawing, painting, collage, sculpture, textiles and digital art. Children will also develop their ideas, exploring different starting points, methods and materials.

In Year 3 and 4 children will begin to further expand and develop the techniques learnt in Key Stage 1, focusing on using more detailed and extensive methods and materials. Children will also begin to evaluate, adapt and refine their work as they progress, commenting on artworks using visual language.

Year 5 and 6 provides the children with the opportunity to consolidate their understanding of the skills and techniques mastered, applying these skills in different contexts. Children will begin to collect sketches and resources and present their ideas imaginatively. Children will also look at how qualities of materials may enhance their ideas.

At Overleigh St. Mary's, children will document their art skills in KS1 in their topic books or as final separate pieces. In KS2, children should be documenting progression of work in sketchbooks to show how ideas evolve around the subject matter and use them to review and revisit ideas. Final pieces may then be created in addition to this.

All year groups will experience and take inspiration from the work of notable artists, art movements and designers.

PROCESSES IMPLEMENTED IN SCHOOL

Teaching and Learning

Planning the Curriculum

All children are given the opportunity to undertake a balanced programme of Art and Design activities following the National Curriculum, broken down into various discrete

techniques and skills. All children should be taught these techniques and skills, taking inspiration from artists, art movements or designers. All planning across the school should therefore be thematic, with themes, artists and techniques linked appropriately.

Foundation Stage

Teachers use the early learning goals for creative development.

Key Stage 1 and 2

During Key Stage 1 and 2, Art and Design should be planned for as part of the year groups' long term plan and/or topic web. This information should then be used to create short term, more detailed planning.

Children's work is displayed and reflects the ethos of the school creating an interesting and vibrant working environment.

All teachers will be responsible for the planning and teaching of art and design.

The range of stimulus should include art from a wide variety of cultures and traditions as well as both male and female artists, craft workers and designers through history.

Teaching and Learning

i. Special Educational Needs

The art and design curriculum is accessible to all children including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those of diverse linguistic background. Teachers should teach knowledge, skills, and understanding in ways that suit their pupils' abilities. The progression in skills document can support differentiation to suit individual needs.

iii. Health and Safety

Children should be taught and be made aware of safe practice during every art and design lesson. All artistic activities will be carried out in a safe working environment. It is the teacher's responsibility to ensure the safety of each child during art lessons and on their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children should also be encouraged to consider safety for themselves, others, the environment and their resources they use, when undertaking art and design activities.

DISSEMINATION

This policy and all subsequent changes in practice due to developments in the subject (at a local and national level) will be shared with all staff at regular staff meetings.

RESOURCES / RESOURCE ALLOCATION

Resources are stored in the Art resource areas. Teachers are also encouraged to supplement their resources with those from Education Library Centre. The subject leaders are responsible for purchasing resources and maintaining the resource area, with the support of the staff that use it. In addition, each classroom will have a basic art supply.

RESPONSIBILITIES

AS A GOVERNOR

The governing body will be informed of significant developments within the subject area and, if necessary, their approval will be sought. Our governors support, monitor and review the school's policies.

AS THE HEADTEACHER

Alongside the senior leadership team and the subject leader, it is the Headteacher's responsibility to monitor standards.

AS THE CO-ORDINATOR

The responsibility for ensuring coverage of the National Curriculum lies first with the subject leader but ultimately with the individual teacher. The subject leader will ensure specific responsibilities for effective leadership and management of the subject are fulfilled.

AS A TEACHER

The responsibility for ensuring coverage of the National Curriculum lies first with the subject leader but ultimately with the individual teacher. It is each teacher's responsibility to ensure that all children have access to the Art and Design curriculum through quality first teaching.

AS A PARENT/PUPIL/OUTSIDE AGENCY

Contexts for Learning, stating Art and Design skills to be covered, are available to parents termly. End of year reports may comment on a child's aptitude for the subject as well as their enthusiasm for the topics covered.

ASSESSMENT AND RECORDING

The learning outcomes in each unit show how children might demonstrate what they have learnt. Children's work will serve as a record for each class working within each term's context for learning. It is not necessary to make detailed records for each child but teachers should be aware of the skills they acquire and what they know about the tools and materials they use, as well as their understanding of the world of art, craft and design through the artists they are introduced to. Considering these key factors alongside how the children generate ideas, what they make and how they evaluate, will guide teachers in their judgment.

The Art and Design leader will keep examples of work and some photographic evidence of skills, development in action and final pieces.

Teachers should display a range of artwork for pupils, teachers and parents to observe. KS1 should use their topic books and KS2 should use their sketch books to document the children's artwork. Events, such as festivals, will provide a rich environment to exhibit the children's art and design work.

Twice a year parents will have the opportunity to discuss children's progress with the class teacher. Once a year a written report will be sent home which may include references to art and design progress.

MONITORING & REVIEW

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Art and Design. The subject leader is also responsible for supporting colleagues in the teaching of Art and Design, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

REPORTING TO GOVERNORS

Material changes to practice and policy will be shared through the Curriculum and Ethos Committee.