


Orchard Community Primary School



Art Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed  Chair of Governors

Version	Date	Author	Reason for Change
0.1	9/2018	FS	New Policy
0.2	1/2021	FS	Reviewed
0.3	1/2024	FS/TMG	Reviewed

Review Frequency	Next Review Date
Every 3 years	1/2027

INTRODUCTION

Art, craft and design is a means through which children are able to develop skills, explore experiences and respond to visual images. It plays an essential role in the development of wider communication skills.

Art and design offers opportunities to:

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate thoughts, feelings and meanings;
- Explore with children, ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

“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

AIMS AND OBJECTIVES

- To promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process
- To stimulate each child's creativity and imagination
- To enable pupils to become visually literate: to understand and use Art as means of communication
- To increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment
- To develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- To develop the pupils' aesthetic sensibilities and capacity for original thought
- To increase awareness of the role and purpose of art and design in different times and cultures
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control
- To develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum

ORGANISATION AND TEACHING

Content

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 and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2 Pupils should be taught 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. Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Teaching should ensure that the investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

These aspects of art and design are developed through individual and collaborative work in two and three dimensions and on different scales, using a range of materials and processes, and through investigating the work of artists, craftspeople and designers.

Art, Craft and Design Experience

At all stages all pupils will:

- observe, record and express the natural and manufactured world through a variety of media
- undertake individual and group projects in art which encourage group, independent & imaginative work
- have time to reflect on and talk about their work
- be encouraged to develop an aesthetic awareness of their environment
- be experiencing reproductions of “Works of Art” and discussing them in a meaningful way
- realise the cultural heritage of other societies both past and present
- be developing an understanding of technological processes in relation to art and design activities

Planning

We carry out planning in art and design in three phases; long term, medium-term and short-term.

Long-term planning: Our long term scheme of work is based on the requirements for Art and Design set out by the National Curriculum for Key Stages 1 and 2. It gives coherent and manageable ‘teaching units’ for each mixed age class and allows for curriculum continuity and progression in children’s learning.

Medium-term planning: These plans, which form part of our Creative Curriculum/Thematic Planning, define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined, promote progression and ensure an appropriate balance and distribution of work across each term.

Short-term planning: Individual plans are devised for each art and design lesson. These plans list the specific learning objectives for each lesson and give details of how to teach them. They build on the medium-term plans.

Assessment and Recording

In Art, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child’s progress in each aspect of the curriculum, determining what each child has learned and what should

therefore be the next step in their learning. Formative assessment also enables pupils to be involved in their own assessment. Class teachers keep records of work carried out by pupils so that progress against key objectives can be accurately tracked.

Monitoring and Evaluation

Regular monitoring and evaluation of the activities will be done by the subject leader. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress.

Resources

Resources are stored in the art cupboard. Drapes and artefact boxes are also available; a selection of books is available from the Art subject leader.

LINKS WITH OTHER POLICIES

Computing

Children will be able to develop their IT in a variety of ways, such as:

- Using the internet to investigate the work of artists
- Using drawing and imaging software to create artwork
- Using digital cameras and video recorders to record observations and pieces of their own work
- Using e-mail and the internet to exchange and publish their work

INCLUSION

Success is expected for every pupil. They should reach their full potential, recognise personal strengths and be able to celebrate the achievements of themselves and others; both within the school and its wider community.

At Orchard, teaching will ensure that art is accessible to all children by planning art and design that:

- Is challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivates children, enabling them to understand and review their own learning;
- Caters for children's diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of children;
- Differentiates work through activities and expected outcomes;
- Uses other adults to support all ability groups.

HEALTH AND SAFETY

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Children should be shown safe procedures for using such resources and should be made aware of the dangers. If in doubt teachers should liaise with the art and design subject leader to ensure they are familiar with the safe procedures for using certain resources. Resources which require particular care in use include: spray fixative, glue guns and needles.

EQUAL OPPORTUNITIES

All pupils should have access to the whole art curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from the arts and artefacts of other cultures. An appreciation of art forms created and valued by different cultures should be taught.

THE ROLE OF THE ART AND DESIGN SUBJECT LEADER

The role of the subject leader is to:

- Seek to enthuse pupils and staff about art and design and to promote high achievement;
- Advise and support staff in the planning, delivery and assessment of art and design;
- Offer specialist advice and knowledge for special needs and more able pupils;
- Monitor and evaluate the standards of children's work and the quality of teaching in art and design throughout the school;
- Undertake lesson observations of art and design teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing;
- Purchase, organise and maintain teaching resources and manage a delegated budget
- Advise the Headteacher of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement;
- Organise thematic 'Arts Weeks'
- Co-ordinate display
- Develop links with advisory services and outside artists

DISPLAY

Displays will be used for a variety of purposes, which may: improve the environment, present information, encourage participation, demonstrate process, focus attention, reinforce learning and confirm values.

EVALUATION

This policy will be observed in practice by the subject manager on a regular basis as part of the monitoring process.