

Art Policy

Bushmead Primary School



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1. Aims

Our aim is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities. The implementation of the policy is the responsibility of all the teaching staff.

At Bushmead Primary school we aim to ensure that all children:

- Have access to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Become visually literate and able to identify and apply the key elements of art.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.
- Become proficient in drawing, painting, sculpture and other art and craft techniques.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

1.1 Objectives

The objective is that in their own work children should be able to:

- Show development in their ability to create images.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art and craft when relating to their work and the work of others.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in sketchbooks.
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.

2. Legislation and guidance

2.1 Art intent statement

At Bushmead we recognise that Art is part of children's entitlement to a broad and balanced curriculum. We aim to use the experiences children gain from the wider curriculum which are designed to excite, inspire and challenge children's imagination. Our overall aim is to equip our children with the knowledge and skills to experiment, invent and create their own works of art, craft and design whilst appreciating its importance in history through famous modern artists as well as local and contemporary artists. Throughout their time here there is a clear progression of skills, which build on prior learning – such as use of tools and techniques with increasing mastery. The curriculum introduces every member of our school community to a wide range of art and artists, including those from different periods and cultures. This in turn creates world citizens with an understanding of how art impacts and enhances societies.

2.2 The teaching of Art

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard. Teachers should use a variety of approaches that are matched to the activity and the ability of the children. Children must be given the opportunity to examine exhibits, artefacts and real life objects to inspire their art work. Children should be able to clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focusing upon art skills.

Long, medium and short term planning embraces the National Curriculum and ensures cross curricular links are made throughout the unit of work. These plans can be found on the staff share.

Teachers should always ensure that issues of Health and Safety are addressed in the planning and delivery of the art curriculum. The planned programme must encourage the children's development of personal and social skills and be fully inclusive giving children equal access to learning.

2.3 Early Years Foundation Stage

Children in the Early Years Foundation Stage take part in expressive arts and design as a part of their curriculum. At Bushmead this entails providing children with the opportunity to engage and explore a wide range of materials and media. Also we encourage children to share their thoughts, ideas and feelings through the medium of art.

2.4 Key stage 1

In Key stage one children are taught to use a range of materials creatively to design and make products. They should be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Also, children should be encouraged to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They should be given the opportunity to learn 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

2.5 Key stage 2

In Key stage 2 children 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. They should be taught:

- To use 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]
- Learn about great artists, architects and designers in history

3. Definitions

N/A

4. Roles and responsibilities

4.1 The Governor/s

They will:

Work with the head teacher to determine the strategic development of the Art policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at the C&S committee meetings

4.2 The head teacher

The head teacher is **Mr Steve Down**

He will:

Work with staff, parents and governors to determine the strategic development of the Art policy and provision in the school.

Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.3 Class teachers and teaching assistants

The class teacher is responsible for teaching and developing the long term plans into more detailed plans that ensure that pupils are taught the statutory requirements for art. Class teachers are responsible for evaluating their plans for appropriately resourcing the art activities. Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork.

4.4 Role of the Co-ordinator

- Produce the Art Policy and the long term plans
- Produce the Art development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to complete action research to ensure subject is up-to-date and high quality
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning of Art.

5. Matching tasks to pupils' abilities

5.1 Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions and guidance from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

6. Use of Sketchbooks

6.1 Sketchbooks are used from year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format. The contents of the sketchbook could include: Experiments with using various marking media drawings in a range of media that are:

- A record of what has been seen
- The development of ideas for further study
- A record the basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- Annotations of personal expression such as opinions

- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- ICT prints and image manipulations Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes. Sketchbooks will go to the next year with children so that they can continue to develop their skills and knowledge as well as look back upon prior learning. Each sketchbook should be a reflection of each individual's artistic journey of progression and expression.

7. Health and Safety

7.1 The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher.

8. Cross curricular learning

8.1 Art is planned to be broad and balanced ensuring that children's learning is linked to current learning in all areas of the curriculum. Schemes of work are planned creatively to harness learning opportunities from across the curriculum. Art is planned within the topic scheme of work appropriate for the year group. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

8.2 Cultural capital

The Art curriculum is designed to expose children to a breadth of Artists and Culture and enable them to explore the world around them both historically and through contemporary art and culture. Children learn about a wide range of Artists from all over the world, of different race, style, gender and ability. Also, children learn about Artists locally and Art in our community.

9. Monitoring arrangements

This policy will be reviewed by the Art coordinator every 3 years. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

The art co-ordinator and senior management team are responsible for observing practise and monitoring the quality and impact of art teaching and learning. The Art co-ordinator has a responsibility to support colleagues in the teaching of Art and providing strategic lead and direction for the subject in the school. The art coordinator will perform termly learning walks during art lessons, regular reviews of children's sketchbooks and access to whole school assessment of the subject.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Art Assessment grids are completed termly by class teachers and copies are provided to the Art coordinator and senior management.

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