

## **Treeton CE Primary School**

### **Art Policy**

**Reviewed: September 2023**

**To review : September 2024**

*'This policy reflects the new statutory guidance issued through the National Curriculum (2014). All policies have been written to ensure that these points of study are covered in this policy, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first hand experiences, creative endeavours with these experiences and an inherent connection to the children of Treeton school, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and ethos with the new curriculum in mind.'*

### **1. Why We Teach Art**

- 1.1 This policy document relates to the child as an artist and how we can best develop this part of the child's nature. 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.
- 1.2 From the earliest days man has used art to explore and communicate his feelings and emotions. Art therefore offers the child the opportunity to develop their emotional response to the world and their intellectual response to the world.
- 1.3 Art often acts a vehicle for the rest of the curriculum by enabling the child to record through drawing, painting, sewing, constructing modelling & designing his /her thoughts, ideas and feelings of what they have seen and done.
- 1.4 The basis for perception is "seeing" when looking. Through art the child develops their observational skills and is encouraged to look for e.g. line, shape, colour, shade and tone.

### **2. Aims**

- 2.1 In our school art will be studied through cross curricular work, but time will also be devoted to the teaching of techniques and skills including the safe use of tools so that children can become proficient in drawing, painting, sculpture and other art, craft and design technique.
- 2.2 We offer a wide range of stimuli using the children themselves and direct experiences through; visits, objects and artefacts. Stories, poems and music are also used. Observational work plays a vital role by providing opportunities to explore, examine, discuss and respond.
- 2.3 The school aims to create an environment to stimulate art activity by providing displays using items with a range of textures, surfaces and tones. Other direct experiences include visits in the field, to museums and other places of interest. Secondary experiences include the use of paintings, photographs and other art forms.
- 2.4 We aim to ensure that the children are introduced to works from and knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms through cross curricular planning and teaching.
- 2.5 We aim to ensure that our children derive pleasure and satisfaction from their creativity, a sense of joy from their discoveries and to develop confidence, independence and a sense of teamwork, when working collaboratively, not only in art, but through other areas of school life.
- 2.6 We celebrate and recognise the effort and achievement of pupils by displaying their work to a high standard.
- 2.7 **We aim to ensure that the child's work is independent, supported primarily through modelling so that their work is unique, personal to them and completely their own. It is imperative that adults within school must not contribute to a child's art work.**

### **3. Planning**

- 3.1 Our approach to planning the curriculum is through termly skills that are planned over a two year rolling program. The starting point is based around a visit or first hand experience that can support the study of several curriculum areas, and, taken into account, is the child's level of development at that given time. Art work is planned taking into consideration the skills that need developing; the media to be used; the opportunity for experimentation and the breadth balance and depth the teacher feels is required.
- 3.2 The programmes of Study in the National Curriculum are the basis for the school's scheme of work.
- 3.3 Planning should reflect the key skills in art which should be covered each term giving each child the opportunity to develop their skills regularly in all areas. These include; painting, sculpture, printing collage and drawing.
- 3.4 Planning should allow for children to complete an individual piece of work -not to work collaboratively (more than 1 person contributing to a piece of art work). Children can work together to develop ideas but their finished outcome should be an individual piece. However, a piece of artwork can be done collaboratively if the reason behind it relates to working as part of a team or creating something for the school community (e.g. mosaic for school yard). Art work that is completed collaboratively should be kept in school and not sent home with children at the end of the year.**

### **4. The Place of the Visit**

- 4.1 The stimuli for art are, in the main, the experiences gained from making visits to the field and other sites of interest as well as objects and artefacts. This not only provides the opportunity for choosing appropriate materials and media but enables the development of skills and techniques through work that is highly motivated and based on an enjoyable experience.

### **5. Assessment Progression & Coverage**

- 5.1 Art is recorded in sketchbooks and these are used for a basis of assessment against the Chris Quigley Essential Milestones.
- 5.2 Staff make informal assessments as the work develops across a term and more formal assessments at the end of term. Information around children's abilities in art is passed on to the next teacher for the following academic year.
- 5.3 Marking for art is given verbally throughout an Art session.

### **6. Artistic Knowledge and the Language of Art**

- 6.1 We consider the acquisition of artistic knowledge and an artistic vocabulary to be an important part of developing the child as an artist.
- 6.2 Knowledge we consider to include:
- Recognising the different disciplines of art, e.g. paint, sculpture, collage, drawing, design, etc.
  - Recognising the types of techniques in use in the varying disciplines
  - Recognising well known artists, knowing about their life and their works
- 6.3 Language we consider to be the working language of practical art so that the use of correct terminology whenever possible is used by the teacher and encouraged in the children. The vocabulary taught is on the Knowledge, Skills and Vocabulary document.

### **7. The Place of ICT**

- 7.1 ICT can be another different media to be used by the children when expressing themselves through art. The children use "drawing" and "painting" programmes to create pictures patterns and designs on the computer and are taught how to save their work as well as how to produce a hard copy of it when the finished product is achieved.
- 7.2 ICT can also be a useful media when expanding the artistic knowledge of children by enabling them to access the galleries and museums of the world to look at secondary source materials and see how other artists have tackled the types of tasks they themselves have been doing.

7.3 The use of the digital camera and video camera is also used to record experiences creatively and artistically.

## **8. The Foundation Stage**

8.1 Children in the Foundation Stage develop their skills as artists through the Six Areas of Learning especially the area of **Expressive Arts and Design**. In many cases the children will be given their first opportunities in a variety of media and begin to develop the process of expressing themselves through art.

8.2 Art is the main means that children are able to express and record their experiences. The children are encouraged to participate using the full range of media that represents 2D and 3D art.

## **9. The SEN Child**

9.1 In our inclusive classroom we encourage full participation and give encouragement and praise for all levels of achievement.

9.2 Skills are taught in the full range of art disciplines and materials and equipment is provided that allows all children to participate in activities and quality learning alongside their peers.

## **10. Equal Opportunities and Multicultural Education.**

10.1 Starting points that appeal to both sexes are used.

10.2 Work is done on an individual basis or in groups. Groups are based on friendship, mixed or similar ability or mixed gender as the teacher sees appropriate to the task in hand.

10.3 Children with different cultural backgrounds are encouraged to participate alongside each other.

10.4 We value the work of all artists whatever their cultural background and we strive to use examples and value the art of all cultures other than Western European

## **11. The Role of the Curriculum Co-ordinator.**

11.1 To monitor the standards of teaching, learning and children's achievements throughout school within art.

11.2 To be up to date with current educational debate and developments and to pass this on to staff.

11.3 To support staff and suggest ways forward for staff who seek advice.

11.4 To help recognise and obtain appropriate educational resources that will be useful within the school.

11.5 To stay up to date with ICT and suggest the software and programs that would support staff in their teaching and the children's learning.

11.6 To support staff incorporating the new curriculum into their planning and teaching as well as developing the cross curricular links between DT and Art.

This policy is closely linked with the Design Technology Policy and the Display Policy and should be read in conjunction with the schools Teaching and Learning Policy and Curriculum Policy.

## **Appendices.**

### **Preparation for lessons:**

- All materials must be sourced and prepared prior to the lesson i.e. clay must be cut and 'balled' ready for each pupil to access.
- Equipment must either be set up prior to the session or be accessible to the pupils to set up for themselves.
- Drawing paper must be available in a range of sizes ready to use.
- Children should be taught to tidy away safely and with regard for maintaining the quality of and respecting the equipment and resources available to them.

### **Storage of equipment:**

- All art equipment and resources should be stored and clearly labelled.
- Basic art resources should be accessible to all pupils as part of developing their independence and responsibility as learners.
- Equipment should be accessible to the children and should be stored away properly. It is important that the children see that equipment should be respected and taken care of.

### **Non-negotiable resources:**

- To ensure quality teaching and learning in art through school each classroom should have a selection of its own resources.
- In addition to the resources in the classrooms there should be a selection of accessible resources in shared wet areas between classrooms.
- All teachers must ensure that resources in their classrooms and shared wet areas are regularly checked and replenished.
- Teachers must ensure that they resource their next topic before the beginning of the term in which the resources are required.
- The Art subject leader will endeavour to maintain stock of consumables i.e. paint, drawing pencils, clay etc.
- Class teachers should identify low stock or the requirement of resources not regularly used through school and inform the Art subject leader so that an order can be placed prior to the resource being needed.

### **Shared wet areas:**

- The wet areas through school are as follows:
- KS1 wet area: One shared by 2 KS1 teachers. The KS1 teacher in the outside building has their own art resources in the classroom
- LKS2 wet areas: One shared by 2 LKS2 teachers. The LKS2 teacher in the end classroom has their own art resources in a small wet area attached to the classroom.
- UKS2: No wet area – each classroom has their own
- FS has their own wet area and extra storage in the unit.

Each shared wet area/individual classroom areas should have the following art resources (enough for each class):

- a) Clay.
- b) Clay tools.
- c) Clay boards.
- d) Class set of oil pastels.
- e) Class set of soft pastels / chalks.
- f) Charcoal....
- g) Watercolour paints / pencil sets.
- h) Poster Paint.
- i) Powder paints including pots set up ready to use.
- j) Mixing pallets.
- k) Drawing / Cartridge paper cut to a range of sizes.
- l) Range of drawing pencils (HB, 2H, 4H, 6H, H, 2B, 4B, 6B).
- m) Glue and glue sticks.
- n) Water pots.
- o) Brushes - range of sizes.
- p) Aprons.

### **Central areas:**

The central areas are used for storing items and resources not used as often or which are required for specific tasks as well as storage of perishables to restock classrooms with.

Textiles storage unit: 'Luxury' items and resources, for example; glass paints, kiln glazes, mannequins etc....

Sewing needles, pins, cottons, silks, threads, embroidery hoops, beads / buttons / sequins, stuffing / filling materials, fabric paints and a range of fabric (cotton, binca, aida, hessian, felt, off cuts, etc. )

Paper store: Card, cartridge paper, crepe paper, tissue paper and foil rolls, powder paint and ready mixed paint tubs.

Caretakers cupboard: Kiln clay and air drying clay.

### **EYFS Provision:**

- Art resources for Foundation are generally specific to them due to the number of children in the provision (up to 90 children).
- Art resources for Foundation are stored in the unit and are ordered in the summer term for the coming school year. If specific items need to be replenished staff should inform the subject coordinator.
- Foundation use the same stores of consumable items as the rest of the school however when specific resources and equipment are required or stock is low the art subject leader is informed so that an order can be placed.