



Hartwell Primary School

Art Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Review date: Autumn 2022

Introduction

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.

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.

Rational and purpose

At Hartwell Primary School art and design has a significant and valuable role to play in the overall ethos of the school.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria.

Children work individually, in partners and within groups to develop the social and personal skills; developing a community of artists. This is further enhanced through whole school projects.

Art weeks are planned to give opportunity for all children and staff to partake in a focussed and shared approach with training and artist led learning. Art is taught both in isolation and combined as a cross-curricular subject; helping enhance and reinforce skills and techniques within a meaningful context.

Aims

The school should ensure that all children:

- Have entitlement 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 be challenged and show progression within art experiences.
- Have opportunities to learn about art from different times and cultures.
- 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.

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art and design techniques.
- Evaluate and analyse creative works using the language of art and design.
- Know about great artists and designers, and understand the historical and cultural development of their art forms.

Objectives

In their own work children should be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- 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, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world about them.
- 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 or work journals.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- 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.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.

Teaching and Learning Strategies

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.

Teaching strategies include:

- Modelling techniques (e.g. sketching, shading).
- Guided Modelling. This allows children to follow modelling in a step-by-step manner.
- Examining and observing exhibits, artefacts, historical buildings of interest, i.e. Hartwell church, online images, objects in and around school.
- Discussion and questioning.
- Experimenting.
- Exploration (focused and free). Focus exploration requires a select few materials to be available. For KS2, free exploration allows free choice as to how they will create their outcome, based on their growing knowledge and skills within art and design.
- Oral explanation allows for clarification of thought, reasoning and communication of the arts.
- Think, pair, share.

It is also important at Hartwell Primary School that children 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.

What do we do to help children remember and retain?

- Repetition of key skills, vocabulary and knowledge.
- Success Criteria provide steps for the children to follow to complete a task appropriately.
- Art books are recapped, and used as a space to explore and remember previous techniques.
- We use flip charts to store valuable information from lessons that may need to be accessed again in later lessons.
- Language books used to add key art vocabulary.

Differentiation

At Hartwell Primary School an inclusive based classroom, that considers the whole child, is at the heart of our teaching and learning. Therefore, within Art and design it is important that all children are given the opportunities to create, express and develop a passion for this subject. We want the children to develop their confidence and self-esteem through different mediums, skills and knowledge attained.

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 is therefore a key issue and 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 from the teacher. This support 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.

- ALL children need to be catered for in planning.
- Ensure always 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, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required. This enables child modelling, discussion and questioning to enhance the learning of all students; building a community of artists.

National Curriculum

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

Use of Sketchbooks

Sketchbooks are used from Reception 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 of exploration, design and progression; where it will be reviewed at regular intervals to see the steps of learning. All children are given an A4 black covered, blank paged sketchbook to begin their art journey through Hartwell Primary School.

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
- Preparatory studies for further work
- 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
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- 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.

Organisation and Management

The key stage plans are based on the National Curriculum and the meeting of statutory orders for art, craft and design. Individual year group plans include 1 sequence of Art lessons each term, usually linked to a curriculum area, alongside an Art Week plan which is linked to a particular focus; chosen by the subject lead. This whole school project is planned before the week, but changes yearly.

In Early Years the study of art will be included within the Knowledge and Understanding of the World area of learning. This is planned and taught as part of continuous provision, through multiple studies with different mediums, skills and knowledge explored. Early years are also involved within Art Weeks 3 times a year.

In all Key stages plans are given to the subject lead and uploaded to the T: Drive, alongside pictures of sketchbooks and outcomes.

Role of the Subject Leader

- Produce the Art Policy.
- Plan Art weeks (3 x a year) and communicate this focus with all appropriate staff.
- Monitor Key Stage plans that meet the statutory requirements.
- 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 purchase and organise the appropriate art resources.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.
- Create a whole school display that reflects the focus of Art weeks.
- Displays are regularly up dated and reflect the work of the pupils throughout the year.

Role of the Class Teacher

Class teacher is responsible for teaching, learning and planning to ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their plans and communicating with the subject lead to enable art activities are appropriately resourced.

Class teachers are 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. These displays should have clear descriptions about the work and who has made it.

Health and Safety

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.

Cross Curricular Learning

Plans are designed to creatively harness learning opportunities from across the curriculum. Each year group makes reference to these links (look at Art Yearly Overview). The nature of art teaching should not be 'watered down' as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

Monitoring, Assessment and Evaluation

The art co-ordinator and senior leadership team are responsible for observing practise and monitoring the quality and impact of art teaching and learning.

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, and progression document. All class teachers assess their class using the symphony grids and upload assessment information to target tracker. The subject lead monitors the progress and attainment of each year group and uses this data to make appropriate developments within the subject.

The art and design development plan is reviewed with the head teacher and recommendations for development are recorded as part on-going school self-evaluation.