



# Saxilby Church of England School

## Art Policy

This policy is underpinned by the Christian ethos and values of the school. At Saxilby Church of England Primary School we seek to support every individual to achieve their best and recognise that each one of us has our own talents which should be nurtured. The Christian values of courage, peace, compassion, forgiveness, friendship and trust are vibrant strands woven within the very fabric of this school's culture.

### 1. Rationale

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a unique way of understanding and responding to the world. We aim to enable children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. The appreciation and enjoyment of the visual arts enrich all our lives and allow children an opportunity in which to express themselves.

### 2. Purpose of study

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.

### 3. Aims

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, 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

### 4. Equal Opportunities

In our school Art is taught to all children irrespective of gender, race, creed or ability. It is important to us that all children are provided with equal access to all curriculum areas. Each child has potential and it is the responsibility of the teacher to draw on this and develop their abilities from their individual starting points. Teachers differentiate activities within Art to ensure that the specific needs of individual children are best met.

### 5. Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities.

The children are encouraged to evaluate their own ideas and methods and say what they think and feel about them. We give children the opportunity to work on their own and collaborate with others. Children have the opportunity to use a wide range of materials and resources, including ICT.

Our objectives in the teaching of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;

- To encourage children to recognise the need to modify their work and to be able to discuss their reasons.
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

Lessons will have a clear and tailored learning objective that is based on pre-learning tasks where suitable next steps will be provided.

## **EYFS**

Children should be given the opportunity to work with and explore a range of media and materials through their continuous and enhanced provision through;

- Resources provided for children to mix colours, join things together and combine materials.
- Opportunities to use their skills and explore concepts and ideas through representations
- Children can enjoy, develop and refer to models and works.

## **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
- to know 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.

## **6. Planning**

Curriculum Planning for art allows children to build upon their prior learning. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding. Planned progression is built into the planning so that there is an increasing challenge as they move through the school. Art is planned into other areas of the curriculum when appropriate as well as being taught explicitly. All teachers are responsible for the planning and assessment of art. Assessment is continuous and made while observing and working alongside the children. Next steps are made as a result of formative assessment.

## **7. Assessment, reporting and recording**

Formative assessment is used to guide the progress of individual pupils and involves identifying each child's progress in each aspect of the unit of work, determining what each child has learnt and what therefore should be the next stage in his/her learning.

Children are also encouraged to evaluate their own work and that of others, identifying strengths and areas for improvement.

In KS1 the children's topic books are a good source of evidence and photographs are a particularly effective way of keeping records of learning. A sketch book is provided for KS2 children where they can show their works and reflective processes.

Progress and attainment are levelled against the curriculum statements and are reported to parents through an annual written report.

During the Foundation Stage children will be assessed as part of Understanding the World against the

development matters statements and early learning goals.

## **8. Health and Safety**

All children must be taught how to use materials and tools correctly and safely and recognise the hazards and consequent risks when working with the equipment in practical activities. Please refer to the school's health and safety policy for more information.

### **Policy Review**

The policy was reviewed: March 2016

Next review due: March 2017