



Art Policy

Art and design is essentially a means of communication and plays an important part in children's creative and sensory development.

In Art, we aim to encourage children to question, reflect and become inspired through studying the works of artists, craft workers and designers from a range of cultures and contexts, time and places. Through their practical experiences with a variety of media, the children will be developing their creative and aesthetic skills. Art allows children to make thoughtful judgements about life and to understand how art and design has both reflected, and shaped, the history of our nation. It develops children's perceptions and perspectives on other cultures.

We aim to encourage the children to take a pride in their own achievements and to respect their own and others' work. By looking at the work of other artists, children will be helped to understand that there is no "correct model" and that art is a response to the world around us.

Intent:

To give children a sound base of skills and techniques across a range of media so that they can explore, express and communicate their creativity.

To inspire children to experiment and take risks in their creative process and to reflect on the outcomes to improve their work.

To increase children's knowledge and understanding of great art works across a range of media, periods and cultures and use them to inspire their own work and personal response.

To develop an appreciation of how art has been used to shape and reflect the history of our own culture and that of different cultures and how people use it to express themselves and through doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.

To enable children to be reflective learners and to value their own art work and that of others and to respect the personal and emotional response that art provides.

Teaching and Learning:

At Litton CE Primary School, we strive to make learning in art an enjoyable experience. It is taught both through discreet lesson teaching as well as being used in cross-curricular experiences. Art is a key part of our two-year curriculum plan. Based on the requirements of the National Curriculum for Art 2014, specific, progressive skills are identified within each unit of work. Further detail on this is contained in our Art Knowledge and Progression in Art documents. Our curriculum plan is shared with parents, as well as information provided about each individual topic.

We use a broad range of teaching and learning styles in our art lessons. We aim to engage children and follow their interests in the subject. We encourage children to ask questions and, wherever possible, find a method to answer their own questions about a subject.

The school's aim is to provide an art curriculum which will enable all children to reach their full potential in learning in art through investigating and making and through the development of their knowledge and understanding of the subject. To achieve that aim, the school will plan a range of progressive activities in art which provide opportunities for pupils to:

- record responses, including observations of the natural and made environment
- gather resources and materials, using them to stimulate and develop ideas
- explore and use two and three-dimensional media, working on a variety of scales
- review and modify their work as it progresses
- develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- respond to and evaluate art and craft including their own and others' work
- show development in their ability to create images
- understand and apply the basic principles of art and craft to include: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- realise their ideas and sustain a level of working from start to the completion of a project or a piece of work

Children have a Sketch Book which is begun in year 2 and is used throughout the school to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. This builds up to be a key reference for children's learning and helps them to make connections in their learning.

Art Knowledge

Each new topic will begin with an introductory session locating the artist or movement to a timeline and linking it to others previously studied. We believe that children's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences. Therefore, for each topic the children will learn specific, tiered vocabulary. Where possible, this vocabulary is also referenced in other curriculum areas, for example Literacy, History and Design Technology. Please see the additional documents: Art Knowledge and Art Skills Progression, for detailed information on art knowledge and progression in Key Stage One and Two.

Inclusion:

We teach art to all children, whatever their ability as part of our commitment to teach a broad and balanced curriculum to all children. Teachers provide learning opportunities that match the needs of all of the children in the class. This can include setting tasks which are open-ended and so can have a variety of responses, setting tasks and providing resources of different complexities, sometimes grouping children by ability and setting different tasks to each group and using teaching assistants to support children's participation. Art lessons take into account the targets set for children in their Individual Education Plans (IEPs). These different 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.

Equal Opportunities:

The art curriculum aims to provide equal access for all pupils irrespective of race, gender or disability. Teachers ensure that the curriculum is appropriate for the needs of the children. Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Pupils learn about key artists and artistic movements in their own country, as well as learning about art in different cultures from around the world, thus developing an understanding of their own and others' cultural background. We aim to make children think about their place in the world and how they can become positive citizens.

Resources:

Art resources including different types of paint and brushes, sketching pencils and charcoal, inks, pastels, oil pastels, textiles, clay and artefacts are available for all children to use. Art has close links with technology and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital photography. The internet can be used to investigate and retrieve information about famous artists and their work. The library also contains a range of books relating to the units of work studied as well as broader subjects for interest. All classrooms have access to an interactive whiteboard through which children can watch videos, look at pictures and use a range of resources to support learning.

Management, equipment and resources for art are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

Assessment:

Children demonstrate their ability in art in a range of different ways and this can be assessed by observing children at work, question and answer sessions and assessing and photographing finished work. Teachers will give feedback both within lessons and at the end of a unit of work to enable children to make future progress. Children are also encouraged to make judgements about their own work and how they feel they can improve. The Skills Progression document is used to assess and record children's progress and plan for their next steps. This information is always shared with parents in the end of year report and can be shared during open mornings and parent consultation evenings

Health and Safety:

The general teaching requirement for health and safety applies to this subject. The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment.

Risk assessments are undertaken for fieldwork activities or off-site visits and these comply with our Health and Safety Policy

Review: This policy will be reviewed every two years or as determined necessary, for example if there is a change of guidance.