



ART

Autumn 2018

This policy should be read in line with The National Curriculum in England: primary Curriculum
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

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The National Curriculum in England (2014)

The Importance of Teaching Art

Art makes a unique contribution to the development of the child.

All of the children at John Clifford Primary School are encouraged to enjoy and appreciate Art, to respond and express themselves creatively to a variety of stimuli.

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 rigorous understanding of art and design. We aim to develop this at John Clifford Primary School.

Aims and Purposes

- To offer opportunities to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world
- To develop understanding of colour, line, tone, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To explore with children ideas and meanings in the work of artists, craftspeople and designers and help them to learn about their different roles
- To help them to learn about the function of art, craft and design in their own lives and in different times and cultures
- To help children to learn how to make thoughtful judgments and aesthetic and practical decisions
- To enable them to become actively involved in shaping judgments and responding to others.

Equality of Access and Differentiation

Art is taught within the guidelines of the school's Equal Opportunities Policy.

- We ensure that all our children have the opportunity to gain art skills, knowledge and understanding regardless of gender, race, class or ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach art in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value art as a vehicle for the development of language skills, and we encourage our children to talk constructively about their artistic work.
- In our teaching, art is closely linked with other curriculum areas.

- We recognise that art may strongly engage some children, and we aim to provide them with opportunities to extend their learning.
- We exploit art special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

Our School Curriculum: Key Areas of Focus

- At Foundation stage;
- We follow the EYFS early learning goals and Development Matters.
- Expressive art and design ;
- Exploring and using media and materials -Early Learning Goal:
- Children They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative -Early Learning Goal:
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.
- Curriculum 2014 for Art :-
- At Key Stage 1:-
- Children should develop creative and imaginative ideas, use a range of materials and techniques and learn about the world of art, craft and design.

Learning in this Key Stage should be characterized by open ended exploration of a range of materials.

- At Key Stage 2
- The content reflects the natural characteristics of children in KS2. That is learning in which 'technical skills', 'getting it right' and 'mastery' are important.

There is a heavier emphasis on using sketchbooks.

- Children are to be taught to create sketchbooks in which ideas are collected, developed, researched, and reviewed. It should have elements of a portfolio, scrapbook, journal and notebook as well as a book in which observational drawings are made
- Children are taught about 'great artists, architects and designers in history' and different kinds of art, craft and design.
- We should ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are perhaps more relevant to children today.

Pupils produce creative work, exploring their ideas and recording their experiences.

They become proficient in *drawing, painting, sculpture and other art, craft and design techniques*

They evaluate and analyse creative works using the language of art, craft and design.

Know about great artists, craft makers and designer, and understand the historical and cultural development of their art forms.

The Teaching of Art

- At John Clifford School, Art is taught both as a discrete subject and also with cross-curricular links.
- Each class teacher is responsible for the termly programme of work to be taught to the class.
- Children are given the opportunity to gain first-hand experience through working individually, in small groups or on a whole large- scale piece of work.
- We aim to make our art work available in the community, for example working with "Friends PTA" to design and produce Christmas cards and invite parents in to share our regular showcases of work.
- A range of artwork by children is available on the school website.

Planning and Evaluation

All teachers are responsible for planning, evaluating and teaching art. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write a more detailed medium term plan to achieve balance and coverage over a term or half term.

Class teachers ensure continuity of provision and moderation in terms of expectations and outcomes across year groups.

Assessment, Recording and Reporting

- We encourage children to evaluate their own approach, performance and practice.
- We encourage children to talk about their own work and the work of others. Time for this is included in the teachers' plans.

Short and medium-term assessment is the responsibility of the class teacher.

Teachers assess work through

- Observation of pupils at work
- Discussion
- Attainment of completed work

Informal recording of assessment, made by class teachers informs their planning and may be used to report to parents.

Continuity and Progression

Progression in Art is shown in the different expectations at each key stage of Curriculum 2014.

EYFS follow the Early Learning Goals for Expressive Art and Design which leads into the curriculum for Key Stage 1 and later into Key Stage 2.

Links with Other Subjects

Learning about art doesn't always occur within discrete art lessons there are often opportunities for cross curricular study of creative work and artefacts from other times and places. We aim to identify links with other subjects in our planning.

ICT in Art

We acknowledge that ICT enhances children's learning in Art and Design by:-

- Providing additional equipment and tools to help them produce and manipulate images and play with ideas and possibilities for the creative use of materials and processes
- Extending the possibilities for recording, exploring and developing ideas for practical work using a range of ICT software and hardware including the tablets.
- Making it possible for children to document the stages in the development of their ideas electronically, share this with others and review and develop their work further
- Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers

Outdoor Learning in Art

At John Clifford School, we aim to enhance our art curriculum and learning through the use of and exploration of our extensive outdoor environment. The nature area, pond and new outdoor classroom provide a variety of learning opportunities in a natural environment and promote eco-awareness throughout the school. Learning that takes place outside the classroom can improve pupils' teamwork, motivation and enthusiasm for art. We provide a safe, stimulating outdoor environment where space is used effectively to enable children to explore a challenging and engaging curriculum. Teachers use a range of interesting resources suitable to each child's individual needs. All pupils receive a wide range of opportunities to develop socially and emotionally as well as academically through outdoor learning and play.

The Role of the Art Leader

At John Clifford School, the Leaders for Art are Imogen Pacey and Olivia Daniel. Their roles within school in leading art is to:

- Inspire others to teach art in a practical, engaging and challenging way.
- Monitor the effectiveness of art within the school.
- Support teachers in their planning and strategies for classroom management.
- Keep up to date with any new, relevant government documents and disseminate new information.
- Ensure continuity and improvement of the teaching and learning of art across the school by monitoring and professional development opportunities.
- Ensure that the art assessment across the school is consistent and accurate.

Resources

John Clifford School uses several resources for the teaching of art and these are stored in the Art Resource Room at the top of the first flight of stairs. These include a library of books, posters, pictures and photos. Paper and consumables are kept in the same location. These resources are audited, maintained and ordered by Imogen Pacey.

Parental Involvement

The school actively encourages parents to support learning in Art through competitions and design projects over the year, for example the PTA Christmas card. Parents are invited to visit regular showcases of children's work.

Risk Assessment

- Teachers assess all activities and resources used in lessons in terms of the possible risk they may pose to children and adults. Only non-toxic paints, crayons and glue are used. Advice for best and safe practice is shared with children and adults taking part in the lesson. All lessons are planned in line with the school's General Risk Assessment Policy.