

Panshanger Primary School

Art Policy

Intent

Why do we teach this? Why do we teach it in the way that we do?

Panshanger School places a high priority on the teaching of Art as a fundamental form of expression and communication. The school's aim is to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that created by others. At Panshanger children experience different forms of art and see artwork and artists that reflect the cultural diversity of our community.

Aims (based on National Curriculum 2014)

- 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.

Objectives:

In order to achieve the above aims, children will be taught: -

Key stage 1

- 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

- 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.
- 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

Implementation

What do we teach? What does it look like?

Planning:

At Panshanger art is organised into topics focusing on the key areas of painting, drawing, printmaking and 3D work. There are five topics in each year group allowing time for additional creative activities to link to other subject areas or seasonal/cultural occasions. There is a progression of skills and knowledge for Art and Design in place from Foundation stage through to Year 6 that is taught through discrete art lessons. Coverage has been mapped out for each year group so children experience all areas of art and have opportunities to revisit and develop skills. Medium term plans specify what skills children are expected to learn and always link to the work of artists, designers or craftspeople. Resources, website links and key vocabulary are evident on all plans.

Teaching and learning style:

Art teaching focuses on giving children opportunities to develop their creativity. All children have a sketchbook. The sketchbook is regarded as a safe place for children to explore, imagine and practise, and as such adults do not write in the sketchbooks. Key skills for drawing and painting are taught alongside more explorative sessions that allow children to record their responses to experience and imagination. Children have opportunities to respond to and evaluate the work of professional artists, designers and craftspeople from a range of times and cultures, using this to inform their own work. A sequence of lessons will include opportunities for generating ideas, making, developing knowledge and understanding of artistic principles and evaluating work (their own and of others.) Teachers plan activities taking into account of children's previous experience in art. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

Resources:

A range of basic resources for drawing, painting and working in three-dimensions is available in each classroom and replenished when needed. Additional, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning about artists, designers and craftspeople are available in school. The school has a range of natural and made objects for use as a stimulus for work from observation and imagination. This is supported by educators' individual collections.

Health and Safety:

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy. Specific risk assessment are in place for use of equipment such as glue guns and cutting tools and any spray paints or fixatives are to be used only by adults in an outdoor space.

Foundation Stage:

Art learning is covered under the 'physical development and expressive arts and design' areas of learning identified in Development Matters, which underpin curriculum planning for children aged three to five. In Foundation Stage children are given a wide range of opportunities to explore different media and tools, and to develop their mark making in both indoor and outdoor settings. Coordination and finger dexterity are developed through busy fingers activities and children begin to learn to use scissors. Talk about art is important and children have opportunities to view and discuss artwork by professional artists and designers as well as their own.

| Art | | | |
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| Three and Four-Year-Olds | Physical Development | | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. |
| Reception | Physical Development | | <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. |
| ELG | Physical Development | Fine Motor Skills | <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. |

Cross-curricular links:

Themes for art topics take inspiration from the wider curriculum or reflect seasonal and cultural occasions. Examples of artwork studied come from a range of time periods and geographical locations which can be located on timelines and on maps. Observation drawing is an important skill that is used across a range of subjects from history to science. In each year group there is a computing unit on digital media. These topics teach skills in using drawing and painting programmes, digital photography and manipulating images.

Reading:

Visual literacy, being able to read a picture, is an important skill in art. Discussing pieces of art allows children to ask questions, make predictions and infer meaning from visual clues. Vocabulary is developed through naming, describing and reflecting on artwork and key questions and word banks are used at each key stage to support this. Artwork can form the inspiration for storytelling and drawing is often used to show understanding of a text.

Social, Moral, Spiritual and Cultural:

Children use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities. They appreciate the achievements of other artists both contemporary and from the past. They develop fascination, awe and wonder in the work of others. Children in year groups and across the school collaborate to create pieces of work. Children respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Children have opportunities to reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. We explore a range of festivals and celebrations from our own and other cultures.

SEND

As an inclusive school, we try to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range (above and below the age related expectations), a child may have special educational needs. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation, so that additional or different action can be taken to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Art is taught to all children whatever their ability. Art forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the specific needs of children and we take into account the targets set for individual children in their individual needs e.g. Learning Plans and information from outside agencies.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are children of differing ability in all classes. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Equal Opportunities/ Inclusion

It is the responsibility of all teachers to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Impact

Assessment and recording:

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations. Teachers make summative judgements at the end of the year as to whether children are working at age related expectations which are reported to parents. This information is also passed on to the next class teacher.

Monitoring and review:

Monitoring of the standards of the children's work and of the quality of teaching in Art is the responsibility of the Art subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Each term the subject leader writes an action plan and submits a review to the Head teacher at the end of that term celebrating achievements / developments. The leader has specially-allocated regular non contact time to monitor the teaching and learning of Art across the school to ensure continuity and progression. Any Governor has the opportunity to meet with the subject leader in order to review progress.