



Art Policy

Policy Updated: Spring 2017

Date for Review: Spring 2020

Art Policy

Contents

1	Aims and Objectives	3
2	Teaching and Learning	3
3	Teaching Styles	4
4	Subject Content	4
4.1	Key Stage 1	4
4.2	Key Stage 2	5
5	Assessment	5
5.1	Monitoring	5
5.2	Differentiation	5
5.3	Progression	5
6	Resources	6
7	Special Needs Provision / Enrichment and Challenge	6
8	Equality, Diversity and Inclusion	6
9	Policy Review	7

1 Aims and Objectives

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

2 Teaching and Learning

The Art curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum.

Our teaching enables children to have opportunities to:

- Communicate their feelings and ideas in visual form based on what they observe, remember and imagine
- Develop an idea or theme for their work drawing on visual and other sources and discuss their methods
- Experiment with and apply their knowledge of the elements of art, choosing appropriate media
- Modify their work in the light of its development and their original intentions
- Identify different types of art, craft and design and their purposes
- Begin to identify the characteristics of art in a variety of genres from different periods, cultures and traditions, showing some knowledge of the related historical background
- Make imaginative use in their own work of a developing knowledge of the work of other artists
- Relate artwork to other areas of the curriculum for example, Greek history
- Design and present work for display

3 Teaching Styles

There is a mixture of practical work and theory within Art:

- Children have the chance to work individually and collaboratively
- Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others
- Children look closely at the natural and man-made world and record what they see
- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work
- Children are provided with a variety of materials, tools, and resources for practical work
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas

4 Subject Content

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant National Curriculum programme of study.

4.1 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.

4.2 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

5 Assessment

5.1 Monitoring

- Informal ongoing assessment by the class teacher to include marking of work and discussions with child
- All work should be recorded in sketchbooks including photographs of any 3D work created and photographic work. 3D work should be planned in sketchbooks. Photographic evidence should be stored in the appropriate folder on GoogleDrive
- Each term feedback is provided to the class teacher on the successes of each art topic and areas that can be developed

5.2 Differentiation

- By outcome, visual aids, choice of materials, task and support

5.3 Progression

- This is ensured by planning to the Brookside Art and Design curriculum plan and monitoring of sketchbooks by class teachers and the Art Co-ordinator

- Termly plans are available to the Art Co-ordinator and linked to year plans

6 Resources

- There are two areas where art resources can be found. Paper is stored in the paper cupboard near years 5 and 6. Other art resources including paint, clay and drawing materials are stored in the art cupboard near years 3 and 4
- Most classrooms have their own sink
- Class teachers can hold a small amount of stock within their rooms to meet their immediate needs
- Any shortages in materials need to be communicated to either the Art Co-ordinator or the office staff with particular responsibility for that task
- Advice concerning the approach to teaching any aspects of Art and Design Education mentioned within this policy are communicated to the Art Co-ordinator

7 Special Needs Provision / Enrichment and Challenge

As an inclusive school, we recognise the need to tailor our approach to support children with Special Educational Needs as well as those who are identified as benefitting from further enrichment and challenge.

The class teacher will identify pupils who show a particular talent for Art and both the Enrichment and Challenge Co-ordinator and the Art Co-ordinator will be informed.

8 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our

children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, and Diversity Inclusion Policy.

9 Policy Review

This policy will be reviewed in keeping with the policy review cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.