

## **Art Policy Statement**

### **The importance of Art and Design.**

**Intent** is about appreciation, historical awareness, skill development, creativity, expression, spirituality and mental health. Our intent is to promote an awareness of art through the beautiful island of Walney on which we live and to support our vision of Jn 10:10 and the beauty of creation.

Art is one of humanity's great achievements and it should be experienced in a rounded, integrated way. It is important that children have experience of a wide range of art images and objects, at first hand where possible, or otherwise in reproduction. It is enriching to show slides or prints of art works that relate to the children's own work, or to focus on the work of an artist, or even on a single art work, for pure aesthetic enjoyment. Children should be helped to look at art works with openness, to appreciate and enjoy their inherent qualities, and to understand that there are no definitive answers in art. Openness and sensitivity to art are the basis for developing a critical faculty. Depth of experience is important too, rather than cursory encounters with art: children should have opportunities to question and reflect on what they see and to become more discriminating and critically aware. The emphasis, however, should be on appreciation and enjoyment.

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. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through Art and design activities children learn to make informed value judgements and aesthetic and practical decisions.

Pupils explore ideas and meanings in the work of artists and designers. They learn about the diverse roles and functions of art in contemporary life and in different times and cultures. Understanding and appreciation of the visual arts has the power to enrich our lives.

“Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality” Bridget Riley, Painter

### **The nature of Art**

Art is about the freedom of the individual and the freedom of expression. Art in school enables children to improve their skills in order to help them express themselves with confidence. Building on these skills and improving their control of materials, tools and techniques will help them communicate what they see, feel and think. It encourages attitudes that allow children to be confident, independent and creative. We need to

teach children how to observe objects, to really see colour and light so that they can appreciate the beauty of the world.

**AIMS:**

**To prepare children for life in our world by:**

1. Developing children's curiosity of the world around them. Foster a sense of wonder and awe. Teach the children to observe the world closely and carefully and to interpret what they see.
2. Helping children acquire the skills to express themselves with confidence
3. Allowing children to make thoughtful judgements and aesthetic and practical decisions
4. Giving them a rich experience of the visual and tactile world in which we live
5. Allowing children to develop their skills using a wide range of exciting media
6. Allowing children to explore the work of artists from various times and cultures

**Entitlement**

In the National Curriculum Art is a foundation subject.

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

**Key Stage 1 and 2:**

**Children are taught knowledge, skills and understanding through:**

- **A range of starting points**
- **Working alone or with others on different sized projects**
- **Using a range of materials and processes such as painting, collage, printing, 3D, digital media, textiles and sculpture**
- **Investigate different kinds of art**

**Resources to support teaching of Art**

School document

Sub lead lesson ideas for each year

Big books containing artist's work

### **Implementation**

Everyone follows the set scheme of work however they may vary the activities depending on the needs of the children in class at the time.

The scheme supports the progression of skills, the knowledge and inspiration of art history, our locality and the chance to create and reflect and appreciate the beauty of the world.

The children in EY are linked through both the scheme and the dimension curriculum.

#### **Key Stage 1**

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live. They will also look at the work of artists to enrich and inspire their knowledge

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

#### **Key Stage 2**

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

#### **Progression and Continuity**

The school uses a variety of teaching and learning styles in art and design lessons. 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 includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and modelling. Teachers draw attention to good examples of individual

performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children through a mastery approach.

Children use IT to support their work where appropriate

All activities are planned in a way that encourages full, active participation by all children, irrespective of ability.

There are links in the Art curriculum with the R.E, Literacy, Maths, Music, History, I.T., D.T .

All children are made aware of health and safety when undertaking work in Art

Resources are stored in individual classrooms

Each child has a sketch book to allow them to develop and improve their thinking and ideas. It allows them to experiment with different colours, pattern, textures etc. It is an essential part of the exploring, developing and evaluating process.

### **Special Educational Needs**

All work and activities should be planned to meet the needs of high achievers or children who need support. This could be through differentiated activities or reinforcement tasks. Work maybe differentiated in terms of activity, support given, groupings or expectation of outcome.

### **Teaching and Learning**

**We aim to make our Art lessons to be as fun, creative, and exciting as possible so that our children are challenged and stimulated.**

When teaching Art in our school we use Assessment for Learning as a basis for our teaching and the children's learning. We tell the children what we require them to do so that they can be successful. We aim to provide them with criteria for a successful piece of work. This gives children clear guidance of where they need to go to improve their work further. We model good practise or use the examples of artists so children can assess their learning against this.

We assess art using the learning objective given at the beginning of the lesson.

If the objective was \*To draw using tone Then this is what they would be marked on.

### **Think Talk Work**

DISCUSSION OF ARTISTIC IDEAS IS AN IMPORTANT PART OF CHILDREN'S DEVELOPMENT

Children in school are encouraged to work with talk partners or small groups. They are given time to think and discuss ideas and questions before starting.

### **Cross Curricular Links**

Art is frequently linked with other subjects in school such as Maths- Literacy- I.C.T. . We link subjects together where appropriate but this does not take time away from the actual teaching of Art Skills.

Children's artwork adds a peaceful and spiritual feeling to the school environment so everyone benefits from the work not just the artist.

### **Progress and Achievement**

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

### **Assessment:**

### **Reflective learning is promoted throughout**

Children are assessed using the objective given at the beginning of the lesson

Also their improvement in skills

Creativity

### **Extra Curricular Activities**

**We have a Year 5&6 Art Club after school. They work on various projects**

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.

Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople

### **Monitoring and Evaluation.**

See Monitoring and Evaluation timetable.

Art Co, Head monitor the teaching and learning of Art in school by

Observing teaching

Monitoring planning

Work scrutiny

Questionnaires (staff, Children)

Assessments

Feedback is given and outcomes lead to whole school targets to be considered for the ACTION PLAN. It helps us to identify strengths and weaknesses.

### **Role of the Art Co-ordinator**

See job description in Art Folder.

