

High Ercall Primary School



Art Policy

Date of Policy Creation	Summer 2016	Named Responsibility	Leanne Carvell-Shepherd (2024-25)
Date of review completion	Summer 2019	Named Responsibility	Sarah Roberts
Date of review completion	Autumn 2023		
Inception of new Policy	Autumn 2023	Named Responsibility	
		Core delegated to Head	

HIGH ERCALL PRIMARY SCHOOL CURRICULUM POLICY GUIDANCE FOR ART

INTRODUCTION AND SUBJECT DEFINITION

Learning through the Arts stimulates children's imagination, creativity and thinking. It gives them experiences to enjoy and gain confidence in their own abilities, offering them opportunities to learn about themselves and others creatively, emotionally and aesthetically.

At High Ercall Primary School Art highly valued and very popular amongst the pupils. We ensure that every child has experience of a broad and exciting range of art forms regardless of ability, gender or race.

AIMS

- to give children the chance to appreciate and interpret their environment through different media.
- to offer experiences of their own, and other cultures through working alongside a range of artists, investigating art from other cultures, countries and time periods
- to enable children to develop their ideas through the process of creating, adapting and assessing all art forms, through activities within school and the wider community, displays of their work, developing the use of their sketch books as a working diary of ideas and progression and assessment.
- to raise aspirations for future career opportunities through the co-ordination of opportunities with peripatetic teachers or adults who work in the arts, visits to galleries, the involvement of a variety of good role models offering first hand learning experiences.
- to have the opportunity to explore values, emotions and social interaction through a full range of art, cross-curricular opportunities, whole school and sharing assemblies.

SKILLS

EYFS

The pupils in EYFS have access to art materials every day as part of continuous provision. We aim for the children to all reach their Early Learning Goals in all areas. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the early learning goals in the early years foundation stage. The specific areas of the curriculum which relate to Art are creating with materials, being imaginative and expressive and physical development (fine and gross motor skills). This learning forms the foundations for later work in Art. Early experiences include using a variety of media including different paints, mark making tools, drawing materials, collage, textiles, print, clay and 3D work. We provide a range of experiences in continuous provision that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

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.

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.
- 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.

CURRICULUM ORGANISATION

Art is taught through a series of carefully planned specific lessons, one-off activities and assemblies. We use the Access Art Primary Art curriculum as a structure for our planning. Termly projects are planned to endure coverage and progression of skills and knowledge.

RESOURCES

Resources are ordered as teachers need them for each planned pathway, and we have many resources in our stock cupboard to use for different techniques.

HEALTH AND SAFETY

Risk assessments are in place for all techniques such as using glue guns, sharp tools or clay. Teachers should refer to the school's Health and Safety Policy and the safety procedures set out in risk assessments.

EQUAL OPPORTUNITIES AND INCLUSION

It is the aim of the school to ensure that opportunities and facilities are available to everyone who studies music

- We will ensure that the educational needs of all pupils are properly assessed.
- We will identify those barriers (physical, environmental and curricular) which could prevent individuals from accessing the learning opportunities the school provides, and seek to remove them, making reasonable adjustment though our best endeavours to promote inclusion.
- We will seek to provide a supportive and welcoming atmosphere.

- We will employ a range of teaching styles to ensure no pupil is excluded from learning and to enable pupils to achieve success.
- We will model positive behaviours to demonstrate our commitment to equality opportunity.

ASSESSMENT, RECORDING AND REPORTING

The class teacher makes assessments and monitors children's progress through observation and discussion. Children are encouraged to assess their own work and others, through discussion or written comments in their sketch books. Seesaw is used to record outcomes that are harder to record in sketch books. These also offer opportunities for self-evaluation and assessment.

REVIEW AND MONITORING

The Art subject leader will undertake monitoring, feedback and review. The monitoring of the standards of children's work and of the quality of teaching in Art is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, resources and planning annually.

PROFESSIONAL DEVELOPMENT

Staff professional development is available as part of the Access Art Primary Curriculum. The subject coordinator directs staff to these on a regular basis, and attends Local Authority training which is passed on to staff as needed.

POLICY REVIEW

The policy will be reviewed by the subject leader every 3 years.