

Cherry Orchard Primary School

Art Policy

Date of Policy:	September 2016
Member of Staff Responsible:	Arvinder Kaur
Review Date:	September 2017
Consultation:	This policy was developed with staff following local and national curriculum

To be read in conjunction with the Teaching and Learning Policy, Assessment Policy, SEND Policy, Equality Policy and SMSC Policy.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

“We care, we learn we succeed.”

Values

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 and different cultures. Pupils use colour, form, texture, pattern and different medium and techniques to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic decisions, becoming actively involved in shaping environments. Art education is able to offer children the opportunities to promote sense of achievement, encourage self-confidence and high self-esteem, learn to work both independently and co-operatively as well as learn about other cultures and historical periods.

Aims

It is the aim in this school:

- to provide a flexible, developmental programme of activities.
- to introduce a wide variety of artist materials. Providing children with the opportunity through the use of a range of artistic media to acquire skills and develop artistic techniques.
- to introduce correct artistic vocabulary.

- to use equipment safely and accurately.
- to allow for individual creative development through self-expression.
- to develop a responsible attitude to group work.
- Provide opportunities to enable children to record and review their work.
- Produce creative work, exploring children's ideas and recording their experiences.
- Develop children's visual awareness and enjoyment of art and design.
- 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.
- Develop further interest and enjoyment of the subject.

Curriculum (EYFS, KS1, KS2)

At Cherry Orchard Primary School art is taught through a topic approach alongside Design & Technology, History and Geography. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. Children will have daily access to creative equipment and resources both indoors and outdoors. There are regular creative based activities that are teacher lead or involve teacher input in order to develop children's skills in these areas.

Art and design in KS 1 and 2 is often taught and used within other areas of the curriculum, and to support and enhance the work done within the topics planned. This may be done as a series of linked experiences or as one-off lessons. We plan the activities in art and design so that they build upon the prior learning of the children. There is an increasing challenge for the children as they move through the school. The skills in each scheme are created to enable teachers to change the activities to match the children's interests and their learning to allow art and design skills to be taught in a meaningful context.

A scheme of work will include a balance of studying and evaluating existing work by other artists, learning or developing a skill and allowing for time to develop imagination and creative study.

Cross-Curricular links

The Art curriculum is taught through the cross curricular links of other foundation subjects. It also supports and makes links with English, Maths and ICT. Here are some links the art curriculum may make to these areas;

-English

Children use research and comprehension skills to discover information about other artists and crafts people

They use visual literacy, in Literacy lessons or art lessons, to understand and evaluate images

Use speaking and listening to communicate their feelings and ideas about their own and others work

-Maths

Children use shape and pattern when developing their ideas

Comment on artists use of pattern and shape

- ICT

Computer software and hardware used, where appropriate, to develop ideas

Research skills used to find information about other artists and craftspeople

Use Computer curriculum to understand the art and design side to websites (Upper KS2)

SMSC

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.

Resources

There are a wide range of resources to support the teaching of art and design across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some other equipment, including larger paper and specialist drawing materials are kept centrally. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children where appropriate. These might be parents, grandparents, or representatives linked to other areas of the curriculum.

Risk Assessment

Pupils will be taught to use materials, tools and equipment safely in all lessons. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately.

Marking and Assessment

At Cherry Orchard assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Marking is linked to the skill of the learning objective or the learning tool a child may have used to complete the work.

The end of a topic will see a summative assessment being made against the objectives linked to the national curriculum.

Equal Opportunities

Teachers aim to select topics and materials that appeal to both boys and girls alike. It is essential that pupils study the work of both male and female artists, craftworkers and designers. All children will have full access to the art curriculum. Work of different cultures will be visited and explored and valued with equal worth.

Monitoring and Evaluation

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, pupil voice and teacher planning.

Role of subject leader

- Provide a strategic lead and direction for the subject;

- Support and advise colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Provide efficient resources management for the subject;
- Report on attainment and progress.

Policy adopted by Governors: October 2015

Signed: Head Teacher

To be reviewed: October 2017

Signed: Chair of Governors