

Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ			
Name of Policy	Art		
Last Reviewed	December 2015	Reviewed by	Whole Staff
Approved by		Owned by	Performance and Standards
Next review	December 2017		

## Introduction

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Purpose

This document sets out the guidelines for the teaching of art within this school. It is intended that this policy will:

- Provide a corporate statement of purpose
- Ensure that each pupil's entitlement to learning experiences is realised
- Provide a clear basis from which to plan schemes of work
- Be guided by and provide links with recently developed whole school policies

This policy aims, where possible, to provide a framework which maximises the strengths of individual teachers and ensures pupils receive a high quality art education.

## Aims

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

## Skills and Attitudes

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

### **Key stage 1**

Pupils will 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.

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

### **Teaching Pedagogy**

The role of the teacher is to guide children through a balanced programme which builds on previous experiences and achievements and allows for their personal growth and development.

Children will have opportunities to work individually, in groups and as a whole class.

The curriculum is delivered through a combination of discussion, demonstration, investigation and exploration of materials and techniques. A range of appropriate resources and stimuli will support all learning.

Pupils' personal sketchbooks are begun in Amazon Class and are evidence of coverage and progress throughout Key Stage Two.

### **Equal Opportunities**

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs.

## **Differentiation**

Differentiation should allow for the needs of all pupils to be taken into account, including any special needs of either the gifted or the less able. See also our Able, Gifted and Talented Policy and Special Educational Needs Policy

Ideally, all children should be given tasks appropriate to their individual needs. No one teaching strategy will be sufficient in itself but teachers should use a variety of approaches as appropriate.

Children can be given:

- Different tasks
- Different resources to assist them
- Differing levels of support by the teacher and other children
- Open-ended tasks which allow for a range of different outcomes

The grouping of children within the classroom is also an important factor when planning for differentiation.

## **Marking and Feedback**

All marking should have a clear purpose with the child as its focus. Marking which has been thoughtfully carried out will provide encouragement and value for the child's efforts and be a useful diagnostic basis for future learning. Staff should aim to give regular feedback and next steps to pupils.

## **Resources**

We provide a wide range of materials and equipment to support the teaching programme. The materials and equipment are accessible to staff and classroom helpers.

The responsibility for maintaining an adequate supply of resources rests with the Arts Curriculum Team. The effective management of these resources, whilst ultimately the responsibility of the Arts Curriculum team, is also the responsibility of each classroom teacher who uses them. Many of the resources will be stored centrally, but regularly used items may be available in shared art areas.

It is important to ensure that resources are kept tidy and clean, ready for use.

## **Safety**

Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils.

Teachers plan for progression through a sequence of structured activities and open-ended exploration.

## **Health and Safety**

We adhere to relevant safety guidelines. Individual teachers are responsible for following manufacturers' instructions on use and storage. Any spillage must be wiped up immediately. Children should wash hands after every art session.

## **Curriculum Organisation and Planning**

We combine art and topic work where appropriate, linking other areas of the curriculum. We develop our termly art and design medium term plans from our topic webs by identifying opportunities for topic-based artwork. In the Early Years Foundation Stage art is taught through topics and as part of Expressive Arts and Design.

Due to the mixed age classes at Stanton, there is a two year rolling programme at Key Stage 1 and Key Stage 2. Within each year a balance is maintained between the acquisition of knowledge and understanding and the development of investigational skills. The school uses Dimensions as a starting point for curriculum planning to ensure the breadth of the National Curriculum is taught and there is a progression of skills directly related to the Age Related Expectations of the National Curriculum..

There are six main skills:

1. Drawing
2. Painting
3. Printing
4. 3D
5. Textiles
6. Mixed media

In each of the six main skills, the following elements will be explored:

- Line
- Shape and space
- Pattern
- Colour
- Form
- Texture
- Tone

Personal responses and evaluations will be encouraged from the pupils.

## **Monitoring and Evaluation**

The Arts Curriculum team will monitor the implementation of the Art teaching and learning both when Art is an 'in focus' and 'light touch' subject identified on the school's M and E Cycle.

Any whole-school issues that emerge concerning science teaching and learning are considered by the Senior Leadership Team then raised at Staff and Governor Meetings.

### **Staff Development**

Teachers who attend CPD training are encouraged to share information with all staff. Advisors or artists may be invited to work in the school as the budget allows.