

Willerby Carr Lane Primary School



ART POLICY

Introduction

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding.

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 they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our lives.

Aims and Purpose

Through providing a rich, stimulating and well balanced art curriculum we aim to develop our pupils into confident individuals, successful and independent learners and responsible citizens.

During the foundation stage, children:

- Are given a stimulating environment in which creativity, originality and expressiveness are valued.
- Take part in a wide range of activities which they can respond to using many senses.
- Given opportunities to self select resources and follow their imagination.
- Use high quality resources from a range of cultures.
- Have opportunities to work alongside artists and other creative adults.

At Key Stage 1 and 2 we aim:

- To stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- To develop our children's understanding of the visual elements of art and design and their ability to use materials and processes to communicate ideas, feelings and meanings.
- Develop our pupils' key skills in drawing, painting, printmaking, collage, sculpture and textiles in a progressive and thorough way.
- Explore with children, ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles.
- Provide opportunities for the children to work alongside a professional in different fields of the arts.



- To provide a broad and balanced art curriculum that embraces a range of cultures, styles and periods.
- To allow our pupils opportunities to develop the self direction of their art and design skills.

Objectives

Through a well structured art curriculum, pupils will:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, become familiar with their characteristics and develop confidence and competency when working with them.
- Select media and decide how they are to be used.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability to analyse and record the world around them.
- Understand and apply the basic principles of art, craft and design to include line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record in creative journals or sketchbooks.
- Evaluate and discuss the outcome of their work against declared criteria.
- Recognise the difference in approach taken by artists, craftspeople and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other areas of the curriculum.
- Develop a personal response to their own art and the art of others, which is valued by teachers.

Organisation

The teaching of art, craft and design is organised depending on the nature of the activity. Teachers may choose to deliver to the whole class or to groups of individuals as appropriate to the task. In order to create an atmosphere of safe practice pupils should be given established routines and clear areas on which to work in an unhurried, controlled way. Pupils should be taught to consider the safety of themselves and others. Resources, where safe to do so, should be organised in such a way as to be easily accessible to pupils who should be trained to manage them for themselves. Pupils should be given choice in which resources they use for a project wherever possible.

The school now boasts a purpose built art room which can cater for whole classes or small group teaching. The art space may be booked by the class teacher for lessons, sessions or whole days in order to best facilitate the teaching / delivery of art projects.

Resources

Resources used regularly are stored in individual areas and classrooms. Each class has its own supply of art materials needed on a daily basis. These are audited termly by the art coordinator although class teachers are expected to report any shortages. The Art Leader should be informed of all defects and breakages as soon as possible. The Leader should also be informed of any special equipment or resources that are required. Further resources are stored centrally – in the designated art space. A further collection of art books and visual resources are also stored in the reference area of this room. Children should be taught to use the equipment with care and respect, which includes its storage when not in use. After use, equipment should be returned to its original drawer promptly and stored neatly.

The use of professional artists as a resource provides a wealth of ideas and experiences that enrich the curriculum and provide hands on experiences for the pupils. This also develops pupils' understanding of what an artist does, and may help them recognise a range of possibilities career-wise. On most occasions the school will subsidise these visits through its



own budget or through funds raised by the PFA. Parental contributions may also be sought to cover these costs.

Planning & Progression

It is our aim at Carr Lane Primary School to exploit cross-curricular links and provide a creative context for learning. A carefully planned art curriculum ensures good coverage of the key skills required in order to draw, paint, create collage, print and sculpt, and ensures there are sufficient opportunities to develop these core skills. It also ensures that children are being taught in a meaningful context, where they are encouraged to make links in their learning. They must be given opportunity, from foundation stage up to year 6, to develop their own ideas and thinking skills.

As year groups regularly change and adapt their themes and topics, year group leaders must ensure that there is still a progression in the key skills being taught. This means that even if a year group find themselves running a theme the children have encountered before, the teaching and learning will take place at a different level so that pupils are not repeating what they have already done.

The long term plan for art and design outlines which areas of art and design should be covered in each year group, and which key skills are to be covered: it does not stipulate which context they should be taught in.

Assessment

A school portrait portfolio for art, craft and design is currently being developed, which shows moderated examples of work of pupils working at the different national curriculum levels. This will be added to consistently, and stored digitally so that it can be easily accessible. We are currently looking into using artsbox as a way of storing digitally. Children in key stage 1 use sketchbooks / creative journals where appropriate. At key stage 2, children should have a sketchbook / journal, which should be used to collect and gather ideas, plan and design projects, and experiment with media and techniques.

Key skills grids have been drawn up by the coordinator which specifies which skills need to be covered within the following phases- foundation, year 1/2, year 3/4, year 5/6. It is not expected that every year group covers every element of art and design. They are all covered within a phase. There will be some monitoring of key skills in each year group. Tick sheets are available for each strand of art – shared area. There will be no formal assessment at the end of each phase.

Health & Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risk to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage the environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.
- Any equipment with health and safety issues should not be accessible to pupils without adult supervision, in the art space, such products are kept in the separate teacher's cupboard, with full instructions.



Inclusion

All children at Carr Lane Primary School are included in a full and balanced art curriculum. To overcome any potential barriers to learning in art activities, some pupils may require:

- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first hand experiences and to allow pupils to explore an idea or a theme.
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials.
- Help to manage particular types of materials to which they may be allergic.
- Materials, equipment and resources provided to develop the tactile skills of children with a sensory impairment.
- Gifted and talented pupils will be identified, and some out of hours learning offered to them during the course of the school year, by way of attending the art group led by the co-ordinator.

