



EDWARD THE ELDER
Primary School

Edward The Elder Primary School Art Policy

**Subject leader and Curriculum Co-ordinator:
Mrs K Worton**

Deputy Head: Mrs R Wood

Executive Head Teacher: Mr K Grayson

**Policy reviewed by the Governing Body: Autumn
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Edward The Elder Primary School

Art

Policy Statement

Edward the Elder Primary School is a one form entry primary school. The school is part of the Elston Hall Multi Academy Trust (December 2016). It is very close to Wednesfield town centre and it serves an area with a high degree of deprivation. The school has a high proportion of pupil premium children and 30% of pupils are from minority ethnic backgrounds, 90% speak English as their first language.

Type of school: Primary
Age range of pupils: 3 – 11
Number on roll: 236

School category: Academy
Gender of pupils: Mixed

Edward The Elder Primary School: Our Shared Vision:

At Edward The Elder Primary School we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

What is Art?

The role of art is to enable pupils to be stimulated by 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 activities, they learn to make informed valued 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. They learn about the diverse roles of and function of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Local and National Guidance:

The teaching of art at Edward The Elder Primary School is based on the framework within which we aim to deliver art at appropriate levels. Across each Key Stage all skills will be covered showing progression relative to pupils' age.

This policy and our planning of art are in line with guidance from the DFE and follow the National Curriculum (2014).

National curriculum 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.

National curriculum purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge 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 should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art aims at Edward The Elder Primary School

We believe that art studies should enable pupils to:

- Select aspects of the natural and man-made world and record what they see, imagine or feel.
- Take some responsibility for gathering information in support of their work and be discriminating in using it.
- Be selective in their choice and application of materials to suit the task.
- Develop control, confidence and understanding in using different materials and techniques.
- Experiment with the elements of art and to use more formal ways to communicate ideas and feelings, e.g. scale and distortion.
- Visualise ideas, discuss them with others and modify them, with justification.
- Discuss the different purposes of art and describe how artists have represented their ideas, making use of an art vocabulary.
- Allow pupils the opportunity to evaluate their work and others and make reasoned judgements.
- Recognise and discuss the work of a number of artists, representing different styles and periods, and understanding something of the times in which their work was made and how their work influenced others.
- Apply what they have learned from other artists' work, in an imaginative way to inform their own.
- Use ICT confidently and as an extension of their creative self.
- Experience a wide and varied art curriculum

Equal Opportunities

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

Planning Teaching and Learning

Teachers will plan varied and suitably challenging art activities in line with the National Curriculum. In both KS1 and KS2 art will be incorporated into half-termly blocks. In the Foundation stage, art skills are taught through Knowledge and Understanding of the World.

Medium Term Planning

This should include details of:

- Learning objectives (which focus on artistic learning not the activity and may be differentiated)
- Clear steps to learning (which guide the children through their learning for the lesson and may be differentiated)
- Key questions shown in red
- Shared teaching of art skills for the lesson
- Activities (through which the art skills will be developed, these may be differentiated)
- Teaching assistant support

There are clear implications for the way in which art is taught.

A variety of teaching methods is employed to suit the different activities.

- Teaching through direct observation, both in and out of the classroom.
- Stimulate pupils through photographs, music and film etc.
- Teaching direct artistic skills, e.g. scale, colour making, perspective etc.
- Instruction on the correct use of tools, equipment and materials.
- Instruction and development using a variety of materials and media.
- Setting homework to encourage pupils to research and collect data from home and other sources.
- Observation and discussion of the work of other artists, their use of materials and treatment of different subjects.

Our planning will follow the National curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills, age appropriate, are taught:

National curriculum subject content

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.
- 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 (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Resources

Pupils will be encouraged to select information from a variety of resources and mediums including:

- photographs/postcards/film clips
- famous artists/designer's books.
- paintings, drawings, sculptures.
- paint: watercolour, poster, acrylic, oil.
- pencils: HB, 2B, 4B, 6B, 8B, colouring pencils.
- charcoal & graphite.
- clay.
- chalks, crayons.
- mod roc.
- plaster.
- Computing Technology.

These resources can be found in the stock cupboard. It is expected that when you have finished with a resource it is returned to its original place. If any different resources are required then year groups should inform the curriculum leader.

Cross Curricular links

Some aspects of art are taught through other subjects

Literacy	<ul style="list-style-type: none"> - speaking and listening - stories about famous artists/famous pieces of art - research - presenting ideas - reading for information - media studies - literacy through art all around us (e.g. signs)
Science	<ul style="list-style-type: none"> - the environment
D/T	<ul style="list-style-type: none"> - health and safety issues - 3D design work
ICT	<ul style="list-style-type: none"> - communication with others - research - photography - multimedia - CAD
History	<ul style="list-style-type: none"> - famous lives of artists from the past - Art and design throughout time
Geography	<ul style="list-style-type: none"> - environmental art - pupil's own locality (observational drawing)

Assessment, Reporting and Recording

(National curriculum attainment targets:

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).

Teachers will assess learning throughout lessons and adjust their teaching plans as necessary. National curriculum guidelines, level descriptors and 'I can' statements will help to ensure children are taught skills at the correct level, and planning will be annotated with reference to children's acquisition of knowledge and development of skills. Three pupils of above average, average and below average level of attainment will be assessed during/at the end of each half termly unit of work (using the age appropriate skills assessment sheets for guidance). This assessment will then help with teacher's assessment of all pupils. A monitoring timetable will include learning walks, book trawls, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

Health and Safety

As with any practical activity, there can be an element of risk in art and design activities. Art materials should be stored in a safe and appropriate area of the classroom. All children must be taught how to use materials and tools correctly and safely and recognise the hazards and consequent risks when working with the equipment in practical activities. Teachers should make sure children are aware of the need to maintain tools carefully and to return them to the correct location. Any cutting tools should only be used under adult supervision. Glass containers should not be used for water to prevent any unnecessary hazards. If any spillages occur they must be cleared immediately to prevent the possibility of children slipping. All of the basic art equipment to be found in classrooms is non-toxic. Any new materials to be used should be checked by the class teacher prior to use within the classroom.

Staff at Edward The Elder Primary School work in accordance with Health and Safety Guidelines. All visits will follow organisational procedures.

The role of the Art Co-ordinator

- Act as Leader for Art; leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils in Art.
- Support and observe colleagues as part of self-review process encouraging the evaluation and sharing of good practice
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Create reports and action plans for a range of audiences; Governors, Leadership Team etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to Art and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.

- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Executive Head Teacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.

Future actions

At Edward The Elder Primary School we are reviewing our planning of art in line with the changes to the National curriculum. Our new medium term plans will be used to teach pupils with immediate effect. These changes will be monitored to ensure correct coverage. If any further changes to the National curriculum occur, these will also be incorporated into our planning.