



Buckstones Community Primary School

Policy for Art

Written and agreed by staff: 5th. September 2022

Adopted by Governors: 20th. September 2022

Introduction

This policy reflects the School's values and philosophy in relation to the teaching and learning of Art.

At Buckstones Primary School we are concerned with the education of the whole child, and the development of art and craft skills will enable the achievement of personal fulfilment and the satisfaction of the child.

Success increases self-esteem and gives pleasure in this subject.

Art and craft plays an important part across the whole Primary School curriculum. It is cross curricular and every subject uses it for its visual imagery. It is a visual and tactile subject, which the children can relate to immediately. The skills that are developed are applied across the whole curriculum.

Intent

Art is a foundation subject within the national curriculum. Through the teaching of art we aim to:

1. provide pupils with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
2. encourage the development of imagination, original thought and personal expression.
3. develop pupil's ability to appreciate and evaluate images and artefacts.
4. encourage children to value and respond to the work of artists, craftspeople and designers.
5. develop the ability to articulate and communicate ideas, opinions and feelings about their work and that of others.
6. help pupils develop socially through collaborative work.
7. provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background and ability.
8. provide an appropriate range of experiences where individual needs can be served and potential can be recognised and valued.
9. give every child the ability to apply various skills learnt to relevant studies, and choose appropriate techniques and tools for given situations and to show them how different techniques can be used.
10. use displays around the school to promote a positive learning environment, as aesthetically pleasing surroundings influence both learning and social behaviour.

Implementation

Art programmes will be planned using the National Curriculum programmes of study, as a basis for skills and progression but will be linked with other subjects of the curriculum wherever possible. Plans will also state subject specific vocabulary, sticky knowledge, exciting books/music/poetry and links to famous places where relevant.

Opportunities to develop children's art and IT capability will be provided in planning, where appropriate. Children will use the computer both as a means of expression and to communicate information.

Art long term plans are documented on the school website and Google Drive. Art medium term plans are presented on Google Drive in the Art Subject coordinator file.

Teaching and Learning

1. The range of teaching styles will include whole class introductions and conclusions, demonstrations and evaluations, together with teaching input to small groups and with individual children according to their ability.
2. There will be a teaching emphasis on the development and acquisition of an appropriate art vocabulary and language.
3. Children will be encouraged to explore and experiment with materials and techniques in order to develop their own ideas, involving first-hand experience wherever possible.
4. Teachers will offer guidance and support, and will encourage children to discuss their work and to share their experiences and discoveries with the whole class.
5. Increasingly, children will be involved in the self-evaluation of their work and will be encouraged to comment constructively on their own and other's work.
6. Teachers will provide a model of good practice through the discussion of successful outcomes.

Impact

Art is celebrated in the school through display and the website. By the time every child leaves the school they will have a bank of skills and knowledge as well as the confidence to be able to explore art for their own pleasure and well-being, as well as engage in the curriculum their future education demands.

Assessment, Recording and Reporting

On-going teacher assessment is an integral part of good practice at our school. Teachers will observe, question, listen, intervene and modify tasks, where appropriate, in order to support the learning needs of all children, their levels of skills and conceptual development.

Art will be assessed continuously against learning objectives derived from the National Curriculum. Assessments will be made of learning processes as well as final outcomes.

At Key Stage 2, the use of sketch-books will provide opportunities to assess how well children are able to plan and shape their final outcomes.

Class Teachers will use their own continual observations and judgements, as well as the National Curriculum, to inform parents in end of year reports.

Monitoring and Moderation

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Pupils/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor

Resources and Accommodation

A range of materials will be available in each classroom to ensure continuity of experience as children progress through the school. These materials will be clearly labelled and accessible to children. Staff will supplement these materials from central stores in the Infant and Junior Craft Bays and Paper Stores. Children will be encouraged to take responsibility for the care and maintenance of all materials and equipment.

Artwork is carried out in classrooms and craft bays. There is also opportunity for smaller groups in KS2 to use the craft tables at other times during the day.

Equal Opportunities

The whole school policy on equal opportunities will apply to all activities in art.

Special Educational Needs

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in art and craft lessons. They may have sensory difficulties, physical difficulties, emotional, or behavioural disorders. It is the responsibility of the class teacher to ensure that any special equipment or support needed for a lesson is available to such children. If teachers require any special art equipment other than large or small paint brushes and left handed scissors, they must bring this to the attention of the Art Co-ordinator and the Special Needs Co-ordinator.

Display and Presentation

We regard the display and presentation of both visual stimulus and children's work as an important element of teaching and learning. Teachers will ensure that their classrooms provide visually stimulating learning environments, and that children's experiences and achievements in Art will be acknowledged by the careful presentation of all processes of their work.

NB Also see Display Policy.

This policy was redrafted during the Summer Term 2022 and the Policy will be reviewed as part of the School Development Plan.

