Art Policy

Meare Village Primary School

Approved by:	Headteacher
Last reviewed on:	October 2023
Next review due by:	July 2024

Intent and aims

We are strong believers in the impact of Art and Design at Meare Primary School as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially.

Art is more than a series of technical skills and by utilising Access Art's holistic curriculum will in turn nurture creative thinking skills and help to ensure learning through art, as well as about art. High quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, children should understand how the ways art connects us with our past, helps us to embrace the present, and empowers us to shape our future. We encourage children to explore why art is relevant to all our lives, find threads that interweave throughout their experiences and consider and discuss which of our three 'golden threads' applies to their experiences in art: power, culture and/or people and places.

Aims

- To enable children to record from first-hand experience, opportunities and reflection to reach their full potential.
- To help each child achieve their creative potential in a positive environment where they feel valued.
- To develop the children's knowledge and understanding of materials by allowing them to experiment freely and to use these both sensibly and safely.
- To enable big thinking and empower children through creating small stepping stones of experience to explore complex ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- To foster an enjoyment and appreciation of the visual arts and help to build a secure knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

Curriculum

EYFS

Before embarking on key stage 1 work, many children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in.

EYFS provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing & making, dance, role-play and imaginative play. The range of experiences enable an open-ended, playful exploration of materials, process and ideas, which in turn nurture dexterity skills and begin to build the child's confidence in their ability to make a personal, creative response to stimuli.

7 areas of exploration in Access Art:

- What Can We See?
- How Can We Explore Colour?
- How Can We Build Worlds?
- How Can We Explore Materials & Marks?
- How Can We Explore 3d Materials?
- How Can We Use Our Bodies To Make Art?
- How Can We Use Our Imaginations?

Key Stage 1

Pupils are taught:

1. To use a range of materials creatively to design and make products.

2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

4. 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 are 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 are taught:

1. To create sketch books to record their observations and use them to review and revisit ideas.

2. 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].

3. About great artists, architects and designers in history.

SMSC Opportunities / Cross Curricular Links

The three golden threads bind our curriculum together as a school and closely link to Art and Design; ‘People and Places’, ‘Power’ and ‘Culture’. The teaching of Art 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 cooperate 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. By promoting a diverse and inclusive experience they also develop an understanding of different times and cultures through their work on artists, designers and craftspeople. Where appropriate, the teacher may plan a unit of work that is cross curricular with the children’s learning in a range of subjects.

Role of the Subject Leader

The Art subject leader leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, organising further learning opportunities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils’ work, colleagues’ planning and classroom teaching.

Health and Safety

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice. The school abides by statutory health and safety guidelines outlined by the LA.

Planning and Assessment

The implementation of the Art and Design Curriculum at Meare Primary School is based on the National Curriculum, to ensure a broad range of skills are taught.

We have recently purchased the Access to Art scheme and are in the early stages of implementing this into practice (Spring Term). The children are taught Art during one half term of each full term and this often links with their topic work. Areas covered include Drawing and Sketchbooks, Surface and Colour and Working in Three Dimensions. Children will explore a range of different pathways during their time with us.

Enrichment activities are encouraged, enhancing the children's learning further, where possible, through specialist art days/activities from external art teachers, artists and visitors. It is important that children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Simple assessments are recorded at the end of each unit through highlighting what teachers have taught and also highlighting the individual trackers for all children. For each pathway there is also 'I Can…' statements for teachers to check pupils understanding. This supports the teacher in making judgements, identifying those children who are working below, at or above age-related expectations.

Children in Years 1 – 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Teachers should not mark sketchbooks as this allows the children to have ownership over them and to see it as a safe place to explore and reflect. Progression from each year group should be clear (see progression of skills document).

Equal Opportunities

All teaching and non-teaching staff at Meare Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.