



The Magdalen Church of England / Methodist Primary School



Art Policy

Review Date: June 2022

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Purpose of Study:

Art as a subject embodies 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.

Aims:

The national curriculum for art 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.

Introduction:

“Art and Design is not just a subject to learn , but an activity that you can practise: with your hands, your eyes, and your whole personality.” [Quentin Blake, Children’s Laureate]

We actively encourage our children to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas.

Teaching should ensure that ‘investigating and making’ includes ‘exploring and developing ideas’ and ‘evaluating and developing’ work. ‘Knowledge and understanding’ should inform this process.

Links with Other Curriculum Areas:

Art links with most other subjects and should be used as a means to support and record knowledge and understanding, i.e. paint a picture to show what you know about the Fire of London.

Art is taught mainly through class topics, linked to the new National Curriculum. ICT is used to support Art and Design through Graphics software and the use of effects when producing photographs taken with the digital cameras. ICT should be used to inform about the life, techniques and impact of artists at both a local and global level.

Aims:

At The Magdalen Primary School, we aim to:

- enable children to become visually literate and understand that Art is a form of communication
- enable children to use a wide range of media to communicate ideas and feelings
- nurture and harness creativity and acquire and develop a range of skills and techniques which the children can then apply through their topic work.
- develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing....there is no 'right' or 'wrong' in art!
- enable children through observation to learn about the world around them
- help children learn about the role of art, craft and design in their environment and take inspiration from it
- enable children to become independent in the planning and reviewing of their work
- enable children to develop their full potential confidently and independently.
- to develop an appreciation for artists from different eras, countries and religion and the different styles of art

Objectives:

We will endeavour to meet our aims by working in the following ways:

1. Ensuring objectives are clear through short, medium and long term planning.
2. Ensuring Success Criteria are discussed and agreed with the children.
3. Ensuring Equal Opportunity.
4. The gradual introduction of a range of materials and techniques and ensure time for the exploration of the potential and limitations of each.

5. Introducing sketch books at Key Stage 2 to plan and evaluate work as appropriate to the individual.
6. Working at a variety of skills, individually and as part of a group, and in both 2 and 3 dimensions.
7. Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
8. Using memory and imagination as starting points as well as developing work from direct observation.
9. Allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit.
10. Providing the opportunity for contact with the work of other artists and designers from a variety of times and cultures at regular intervals.
11. Teaching children specific information e.g. artistic elements (colour, tone, shape, pattern, line and texture) and skills as appropriate.
12. Pupils collecting resources and ideas from which to develop artwork.
13. Collating copies of work in a whole school portfolio to show achievements and progression through Key Stages 1 and 2.
14. Encouraging older children to plan, evaluate and re visit their work.
15. Using display to set standards, show individuality and celebrate the children's achievements and successes.
16. Linking Art and Design activities to other areas of the curriculum as often as possible.
17. Seeking to ensure that all staff continue professional development.
18. Monitoring the quality of provision regularly.

Art and Design Activities in School:

1. Drawing - using a range of tools and media i.e. sketching pencils, charcoal, marker pens, fine drawing pens etc. and in a variety of sizes and from observation, memory and imagination.
2. Painting - using a range of paint i.e acrylic, poster, watercolours, string, papers and tools.
3. Collage and mixed media - on a variety of surfaces.
4. Print making - using a range of materials on a range of surfaces.
5. Fibres and fabrics - textile representations sewing weaving dying batik
6. 3D work - clay, modelling materials i.e. wire, papier mache, re-usable materials
7. Large scale work - collaborative work for internal and external display using a range of tools and media.

8. Using works of art - to inspire and inform

9. Using ICT resources - digital cameras, video cameras when appropriate software programmes.

Roles and Responsibilities:

The Head Teacher will be responsible for:

- reporting to the Governors about any monitoring that has taken place
- developing the monitoring policy
- supporting the Art and Design Co-ordinator
- allocating the budget.

The Art and Design Co-ordinator will be responsible for:

- reviewing and updating the Art and design Scheme of Work ensuring progression throughout the school.
- ensuring the effective teaching of Art and Design throughout the school and monitoring as outlined in the Monitoring Policy.
- offering support and advice on possible teaching activities to all staff
- informing staff of relevant courses etc to encourage personal professional development.

Class Teachers will be responsible for:

- including effective Art and Design teaching activities in their short and medium term planning, build skills up to achieve an end piece of work
- setting clear objectives, success criteria and assessing pupil's work
- collating pupil's work
- informing the Art and Design Co-ordinator of any resource requirements.

The Role of the Teacher:

- a facilitator, who provides appropriate and easily accessible tools and materials for Art and Design activities
- an instructor in a variety of techniques and demonstrates as required

- a role model/artist, giving opportunity for demonstration when appropriate and discussion
- a guide who questions on a variety of levels to help the child develop ideas
- a planner of activities to ensure stimulation, creativity and progression
- a creator of a vibrant and exciting environment for learning.
- an assessor of understanding and skill which will be used to plan future work.

Delivery of Art and Design:

Teachers are expected to employ a range of teaching strategies and use their professional judgement to decide on the most effective and appropriate one to enhance learning.

Resources and Resource Management:

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials. An audit to enable the updating and replenishment of the Art and Design resources available in school is regularly carried out. If a member of staff wishes to request specialist resources for their class they should speak to the Co-ordinator.

Equal Opportunities:

All children should have equal access to the Art and Design curriculum in line with the school's Equal Opportunities Policy.

1. All activities are offered to boys and girls.
2. All clearing up is shared.
3. Work from all cultures will be provided and the children will be given opportunity to discuss it. ie. mask making and batik when studying Africa.

Teachers will aim to provide effective learning opportunities by:

- setting suitable learning challenges
- responding to children's learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.

Special Needs:

1. Opportunities will be provided for children with learning difficulties through differentiation in planning.
2. More able children will have extension activities.
3. The needs of children with physical disabilities will be taken into consideration when planning work.
4. Children will be supported where necessary by the class teacher or TA.

The SENCO and the Co-ordinator will try to advise teachers on the activities relevant to pupils with Special Educational Needs.

Health and Safety:

Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of Health and Safety are not given proper attention activity.

It is not always possible to remove all risks and hazards. However, risk assessments will always be carried out prior to the lesson .

The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways. It is important that children learn to use items of protective clothing such as overalls, aprons and gloves. Protective clothing is always needed when varnishing, spraying and handling clay and hot wax.

There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use. Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching.

Always building friendships with one another, whilst being thankful for what we have.

Instructions need to be given on how to avoid risks as part of a practical task. Safety measures are necessary to the following: electricity; heat (water, steam and other substances); slippery surfaces, whether floors or working surfaces. (Taken from Health and Safety Education – Art for all ages 5-14)

Assessment, Record Keeping and Reporting:

The children will be assessed through a range of activities including: observation discussion writing [when appropriate] practical work.

Children's progress will be reported at the end of each academic year to parents through the end of year report.

while trying hard each and every day to trust other people around us through humility and service.

Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

Determined to show compassion for those around us and develop a community that embraces justice and peace.