



Art Policy

St Gregory's Catholic Primary School

'Yet you, Lord, are our Father. We are the clay, you are the potter; we are all the work of your hand.' Isaiah 64:8

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Art Policy

At St Gregory's we believe that if our pupils are to achieve their full potential within the Art curriculum we must provide them with a way of stimulating their creativity and imagination through visual, tactile and sensory experiences.

We aim to provide our pupils with a unique way of understanding and responding to the world; and to have an understanding of colour, form, texture and pattern. We believe Art is a process of communication of ideas, feelings and meanings: a way of making thoughtful judgements about life and life in different times and cultures.

Aims:

We aim to teach children to:

- Develop a visual awareness
- Provide opportunities to use art to record feelings and express creative imagination
- Develop visual vocabulary
- Understand the visual elements of colour, texture, line, tone, pattern and shape form in order for them to effectively express themselves through artistic means
- Develop use of a range of tools, media and processes
- Develop critical abilities and an understanding of cultural heritage
- Acquire artistic skills and techniques
- Develop their ICT capabilities through Art
- Develop their capacity to evaluate their own and others artistic work

The Art Curriculum

Early Years Foundation Stage

The EYFS sets out clear expectations for the children in our Foundation Stage for Creative development:

- Creativity is about taking risks and making connections and is linked to adult and child initiated activities.
- Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make believe.
- Creativity involves children in initiating their own learning and making choices and decisions. To support this, there is a creative area in the early year's classroom alongside a resource trolley with a variety of tool and materials for the children to select from.
- Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable.
- Being creative enables children to explore many processes, media and materials and to make new things emerge as a result. (EYFS 2008)

National Curriculum Aims

Key Stage One pupils develop their creativity and imagination by:

- Exploring the visual, tactile and sensory qualities of materials and processes.
- Learning about the role of art, craft and design in their environment.
- Beginning to understand colour, shape, space and pattern and texture and use them to represent their ideas and feelings.

Key Stage Two pupils develop their creativity and imagination through more complex activities. These help to build on their skills in the following ways:

- Improve control of materials, tools and techniques.
- Increase critical awareness of the roles and purposes of art, craft and design in different times and cultures.
- Increase confidence in using visual and tactile elements and materials and processes to communicate what they see feel and think.

Early Years Foundation Stage (EYFS)

Expressive Art and Design (A and D) is one of the specific Areas of Learning and Development found in the EYFS. Children are provided with opportunities to explore and use media and materials and develop imagination.

At the end of reception, children are assessed against the two early Learning Goals (ELGs):

Exploring and using media and materials

Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They replicate their own ideas.

Key Concepts, Skills and Attitudes in Art

Pupils will develop key concepts, skills and attitudes in art throughout the key stages.

Key Concepts: colour, shape, texture, pattern, tone, line, form, perspective, process and media, artists and their work's form, content and mood.

Key Practical skills: cutting, shaping, forming, joining, using tools and processes safely, gathering resources, organising materials, manipulating media, clearing away.

Key Perceptual Skills: observing and recording, imagining and remembering, expressing, communicating, feeling, responding, critically appreciating, including the development of children's vocabulary and language, the importance of looking at and talking about art as well as making it.

Key Attitudes: Pride in achievement, respect for one's own and other's work, respect for the environment both built and natural, care in display and presentation, a developing awareness and love for the visual arts, a developing understanding of the importance and meaning of cultural heritage as well as an involvement in art as a contemporary and local part of life, willingness to explore and discuss aspects of art, seeing the role art plays in multi-cultural awareness, positive approaches towards equal opportunities in race, gender and ability.

Planning

Art in school follows the requirements of the EYFS and National curriculum. The planning follows the long term plan to ensure continuity throughout the school.

Long term plan: The school's long term plan for Art sets out the topics to be covered throughout EYFS, Key Stage One and Two. (Appendix 1)

Medium term plan: Plans are linked to topics were possible and relate directly to the schools 'Long term plan'. Individual lessons include a learning objective, lesson introduction, activity, plenary and resources section. Plans can be annotated where necessary to inform future planning. (Appendix 2)

All planning is stored on the school 'staff shared' drive.

Learning and Teaching

A range of styles of teaching is necessary for the teaching of Art. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. The *Progression of Skills* document for Art allows teachers to introduce new skills as well as build upon the existing skills gained through previous year groups, ensuring continuity and coverage (Appendix 3).

Our teaching at all levels shall include opportunities for

- Teacher exposition
- Discussion of techniques (pupil/pupil and pupil/teacher), followed by appropriate practical work
- Working alone, in groups, as a class and as a whole school
- Consolidation and practice of fundamental skills and routines
- Use of ICT and outside visits
- First-hand experience
- Investigation work
- Recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work
- Experience of artists and crafts people
- Provision of different media and sketchbooks.

Display

We believe that there is a vital connection between the development of pupil's visual literacy and the care and quality of the environment for learning in the school. The excitement, challenge and quality of our pupil's school environment is an important part of their education. The celebration of their achievements through stimulating displays shows that their work and efforts are valued.

Each Key Stage has a display section in the school's *Art Gallery*. Children's artwork is displayed in the art gallery and kept in the gallery all year long (depending on space) as a growing celebration of the skills, techniques and units covered throughout the year. Each piece of work in the gallery will have a short caption or explanation of the unit of work in which the work was completed and the child's name displayed.

Assessment and record keeping

Sketchbook:

All pupils at St. Gregory's school have access to a sketchbook or topic book to explore and record ideas, feelings and thoughts about people, places and things. Illustrations, cuttings, interesting pieces of material, leaves etc. may all be collected and put into the sketchbook. Sketchbooks can be taken on educational visits to form a record of the pupils' observations. We recognise that it is important not to undervalue the work of children and to encourage a sense of pride in their sketchbook. Sketchbooks are a record of each child's work throughout their time at St. Gregory's and will be passed on to their next teacher at the end of the year.

Pupils are assessed against the level descriptors for Art as set out in the National Curriculum. Examples of sketches, thoughts and ideas can be found in each child's sketchbook. Teachers will also

be using the Progression of Skills document to assess the children and move them on or back according to their skills and achievements in Art.

Assessment is achieved through observation of the pupil's approach to the task, through discussion with the child, and by analysis of the final product. The teacher passes on relevant information to other teachers and the school summative records are updated annually. These are passed on to the next class teacher, the Head teacher and the Art Leader. A selection of art work will also be kept on file by the Art Leader to show an example of work from across the school.

Lessons are delivered providing a clear learning objective and success criteria for the children to work towards. Class Teachers mark Art work against the learning objective for the lesson giving feedback where appropriate.

Monitoring, Evaluation and Review

The class teachers are responsible for the organisation of resources, materials, tools and equipment in a way that provides consistency and ease of access in each area of the school. The Art Leader monitors the delivery and outcomes of the art curriculum and makes any modifications to the school policy and scheme of work in line with developments.

Equal opportunities/ Special educational needs

The teaching of Art will be in accordance with the school policy for Equal Opportunities. We aim to provide equal access to Art for those children with special needs and those pupils who are very able and require extension activities, through small group work and through the use of other adults help where available.

The role of the Art Leader is to:

- Support teachers with ordering of equipment when needed
- Encourage, organise and lead training where needed
- Keep up to date by attending relevant courses
- Provide guidance and support in implementing the NC and schemes of work
- To co-ordinate recording and presentation throughout the school after consultation with colleagues and the Head teacher
- Advise the Head teacher of action required (e.g. resources, standards etc.)
- Review and update the Art policy to include any new teaching initiatives
- Provide support for all who teach art and so improve the quality and continuity of art teaching and learning throughout the school

Resource

Resources for 2D and 3D Art are kept in central areas within the school as well as in individual classrooms. These include a variety of drawing, painting, printmaking, and textile materials. 3D resources include modelling, collage materials and clay tools.

Health and Safety

At all times, due care and consideration must be given to health and safety, as outlined in the schools 'Health and Safety Policy'. In particular, teachers must give thought to health and safety issues when planning work. Children must be taught to work safely with different materials (e.g. clay dust, dyes and polystyrene) and with sharp tools (e.g. scissors and lino cutters for print making).

Review

This policy will be reviewed every three years by the Head Teacher and the Art Leader. Any alterations that come from this review will be discussed and ratified by the full Governing Body.