



# Holland Moor Primary School

## Art Policy

### Rationale

Art and design is concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements.

### Aims

- to develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man made world
- to enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art
- to develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages.

### Objectives

- to provide a range of stimulating and creative opportunities which create a framework for success and enjoyment,
- to develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- to foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions
- to develop the pupils' capability in developing and expressing ideas through art by visual investigation
- to encourage pupils to evaluate and review their work and that of others, both individually and in groups
- to provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas
- to encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

## **Principles of Teaching and Learning**

### **Differentiation and special needs**

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome.

### **Breadth and balance**

We will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and digital media are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

The study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures,(both western and non-western) will be an integral part of practical art and design activities.

### **Variety**

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings
- record observations and engage in visual investigation
- design and make images and artefacts
- exploring and experimenting with both two and three dimensional materials.

### **Cross-curricular skills and links**

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop pupils':

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects

Pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching.

## **Section 5**

Art will make a strong contribution to the following cross-curricular themes and aspects:

- information and communication technology
- literacy and numeracy

Using the National Curriculum as a guideline, Key Stage 2 builds upon the skills and concepts developed in Key Stage 1.

Progression can be achieved by:

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- increasing the level of challenge and expectation of achievement
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions

### **Equal opportunities**

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

### **Health and safety**

#### **Section 5**

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately.

### **Assessment, reporting and recording**

Opportunities for assessment will be identified when planning. Children will have regular teacher assessment. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self assessment, as appropriate. Teachers will record key aspects of pupils' progress throughout the year.

At the end of each term teachers will make summative assessments of the attainment and progress made by pupils towards the key skills, a level being recorded at the end of each unit of work. These levels will then be passed on to the current Art Coordinator. The levels recorded over the three units during the academic year will thus inform the level shown on each child's end of year report.

### **Management and administration**

The art and design subject manager is responsible for ensuring that schemes of work for art are covered in each year group and across the planning cycles of the key stages. Curriculum coverage will be monitored via the medium term plans for the subject.

A full list of equipment and resources together with health and safety guidelines, is available in the art and design folder in the staff room.

### **Role of the subject Co-ordinator**

The subject co-ordinator's job description is available within school.

### **Resourcing**

Funding for art and design is dependant on the budget. Each classroom will be provided with a stock of basic art materials with more specialist media and equipment held in a central store. Visual reference materials, books, art prints, post cards and other visual aids are all centrally stored.

**Review** The effectiveness of the teaching and learning in art and design will be regularly monitored by the Headteacher and the art subject co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated. Priorities for in-service training and support will be established.