

# Beaufort Community Primary School

## Art Policy

### Rationale

*The appreciation and enjoyment of the visual arts enriches all of our lives.*

Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

### Aims

At Beaufort Community Primary School we aim:

- To enable children to observe and record from first-hand experience and from imagination
- To develop the children's competence in controlling materials and tools
- To acquire knowledge of various art and design techniques and processes
- To develop individual creativity and imagination through experimenting with different media
- To begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space
- To foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers
- To increase critical awareness of the roles and purposes of art and design in different times and cultures
- To develop a cross-curricular approach to the use of art and design in all subjects

## **Teaching and Learning**

Our school uses a variety of teaching and learning styles in art and design lessons, with our principal aim being to develop the children's knowledge, skills and understanding. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work. We do this best, through a combination of whole class teaching and individual/group activities. We teach according to topics and the children's interests, therefore the artists studied may vary. Skills and techniques are specifically taught and demonstrated to the children in a direct way and teachers draw attention to good examples of individual performance as models for other children. The children are encouraged to evaluate their own ideas and methods, as well as evaluate the work of others, including artists, and say what they think and feel about them. We give children the opportunity to work both individually and in collaboration with others; working on various scales. The children also have opportunities to use a wide range of materials, tools and techniques, including ICT.

We recognise that children can vary in their confidence, skill and knowledge of techniques. Support for children therefore needs to be appropriate and can be achieved through a range of strategies.

We achieve this by:

- Setting common tasks which are open ended and can have a variety of responses.
- Having a collaborative task; pairing children, e.g. a more able with a less confident child.
- Using additional adults to support the work of individuals or small groups.
- Providing appropriate resources.

## **Art and Design Curriculum Planning**

### **Foundation Stage**

We encourage creative work in the Reception and Nursery classes, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development 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, music, dance, role-play and imaginative play.

This range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside other adults and children. The activities that they take part in are imaginative and enjoyable.

## **Key Stage 1 and 2**

Art and design is a foundation subject in the National Curriculum and whilst we adhere to the programmes of study, our planning is generally cross-curricular and linked to the specific circumstances of our school. We might use the local environment, a current theme or topic or the children's interests as the starting point for many aspects of our work.

Curriculum planning takes place in 2 phases; long term and medium/short term:

- Long term planning, maps out the visual elements, the range of media and chosen materials and the processes to be developed during each year group. The long term plan will ensure an appropriate balance and distribution of work across each term.
- Medium/short term planning encompasses exploring and developing ideas; investigating and making in art and design; accessing and appreciating the work of artists/craftspeople and evaluating and developing work and knowledge and understanding. In our school, medium term planning is extremely detailed and highlights the specific learning objectives and expected outcomes of each lesson. It also gives details of how to teach the lessons and how success will be measured. These plans are shared with the Head Teacher and Subject Coordinator.

We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Painting and drawing will generally be the most regular art and design activity, with 3D work, printing and textiles forming part of our long term plan.

Time allocations for art and design may vary between year groups and across the year. However, it is expected that older children will spend a longer time over any one single piece of work and may well need to return to it at another time or on another day.

As pupils mature, not only do they require more time, they will further develop a range of techniques which will require more sophisticated materials and tools to enable greater precision.

### **Contribution of Art and Design to teaching across the curriculum**

#### **English**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

#### **Mathematics**

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

#### **PSHE**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others

#### **Spiritual, moral, social and cultural development**

The teaching of art and design 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 of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

## **ICT**

ICT enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras and scanners. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

## **Inclusion in Art and Design**

We ensure that all children irrespective of their ability/disability have access to the art and design curriculum. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. To reflect the diversity of our society, we ensure that children have access to the work of artists, artefacts and resources from a range of gender, ethnic backgrounds and cultures.

## **Assessment**

Assessment in Art and Design is carried out through observation of the children working, it is also easily and naturally achieved, when it is linked to, and grows out of talk and appraisal by the children about their own work.

In the Early Years, a teacher may wish to ask a pupil to talk about his/her work, in order to understand what kind of thinking has gone into the work. The teacher will also be concerned with looking carefully, ways of using materials and ways of making different kinds of marks. As the child progresses through our school, more complex questions may be posed.

Other considerations might relate to whether the child has worked cooperatively, or how much determination was shown in overcoming difficulties.

Assessment may also include, how much the child has been influenced by the work of other pupils or indeed other artists.

Children use sketchbooks to plan, draft, evaluate and improve their work. Older children are also expected to annotate their work to demonstrate how improvements can be made and what they used as their inspiration. Work about Artists, Architects and Designers will also be found in children's sketchbooks.

A portfolio of work from YR-Y6 will show examples of art work.

Teachers report to parents annually within a child's written report.

## **Resources**

Children in our school have access to a good range of drawing and painting materials. A variety of pencils (HB, 2B-6B), coloured drawing tools (such as pastels, crayons, chalks) and a variety of paints (powder colour, ready mix, inks and watercolours) are available. We also provide a wide range of good quality paper in a broad spectrum of colours. In addition, the school has a variety of 3D materials (both soft and hard) and equipment for pottery and textiles.

Most classrooms/year groups have a basic 'art stock' but due to a lack of classroom storage space, most resources are centrally stored. The children are taught not only how to use the resources and equipment but also how they are to be cared for and maintained.

## **Monitoring and Review**

The subject leader is responsible for:

- The monitoring of the standards of children's work and the quality of the teaching in art and design.
- Providing support for colleagues in the teaching of art and design.
- Renewing, updating and complementing the resources needed to deliver the art and design curriculum.
- Monitoring whole school planning, to ensure progression and continuity.
- Keeping staff informed of developments or changes in the art and design curriculum.
- Providing a strategic lead and direction for the subject across the whole school.