Broomhaugh Church of England First School

ART POLICY

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

Melanie Errington
Art Lead

This policy applies to all staff, pupils and volunteers across Reception to Year 4. The Headteacher and art Subject Leader are responsible for policy implementation and for ensuring staff receive appropriate training. Class teachers are responsible for daily implementation; support staff must follow agreed modelling when working with pupils. Governors (or the governing committee) will receive an annual report on art standards as part of art curriculum monitoring.

At Broomhaugh First School, we value Art and Design because:

- Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It provides pupils with opportunities to experience enjoyment, develop a sense of purpose and express themselves creatively.
- Art and Design provides children with a unique way of perceiving, exploring and understanding themselves and the world around them. It enables pupils to communicate ideas, feelings and experiences in ways that complement and extend learning across the wider curriculum.
- Art and Design develops creativity, imagination, confidence and resilience, while encouraging pupils to appreciate and respond to the work of artists, craftspeople and designers from a range of cultures and periods.
- Art and Design gives all pupils opportunities to develop practical skills, experiment with different materials and techniques, and take pride in their individual creative achievements

AIMS

- To provide children with opportunities to express themselves in emotional terms through their art experiences.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- To provide opportunities for studying historical, cultural and religious art.
- To involve children in experiencing and learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

CURRICULUM ORGANISATION AT THE FOUNDATION STAGE

The focus of teaching Art and Design at the foundation stage is on giving children the opportunity to experiment freely with a variety of materials.

CURRICULUM ORGANISATION

KEY STAGE 1

- Explore the visual, tactile and sensory qualities of materials and processes.
- Use colour, shape, space, pattern, texture and a range of materials and processes to represent ideas and feelings.
- Respond to art, craft and design in the environment.

KEY STAGE 2

- Use visual and tactile elements, materials and processes to communicate what they see, feel and think.
- Improve their control of materials, tools and techniques.
- Look at art, craft and design from different times and cultures.

ASSESSMENT AND RECORD KEEPING
Class teachers use ongoing assessment and observations to monitor pupils' progress, attainment and engagement in art, ensuring that learning is appropriately challenging and supports individual needs. Teachers use the Art Progression and Artist documents when planning units of work to build on prior learning and ensure that pupils develop their knowledge, skills and understanding progressively from year to year.

Pupils' progress is recorded using the Art Key Stage 1 and Key Stage 2 assessment documents. In the Early Years Foundation Stage (EYFS), assessment is informed by ongoing observations, progress indicators and pupils' outcomes, in accordance with the Early Years Foundation Stage Statutory Framework.

Each class teacher follows a planning frame which includes development and understanding of Artists and techniques which is shown in sketchbooks. Each year group studies a different artist for each topic which links to topics or skills being taught. (See Artist and progression grid for EYFS, KS1/2). Skill and techniques are also progressive and outlined in the artist and progression grid to ensure progression throughout Key stage 1 and 2.

Each piece of work in the sketchbooks have a date and title.
Final Art pieces are used to assess understanding of a topic.
Children evaluate their own work and others work at the end of each unit. This may be verbally, scribed or in the form of written recording.

All children create a pencil drawing of the same picture each year. These are collated to assess the progression in drawing skills and can be observed across 4 years to show progress.
Success in Art is acknowledged and celebrated through displays in classrooms and around school or within the School Art Gallery.

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 children should be aware of potentially dangerous materials and tools in relation to their storage and use.

ROLE OF THE CO-ORDINATOR
Co-ordination
- Ensuring that the art policy is implemented consistently throughout the school.
- Establishing progression throughout the school.

Resources
- Organising resources to support the school art policy and schemes of work.
- Co-ordinating purchasing, organisation and distribution of resources.

Staff Development and Support
- Arranging in-service support.
- Providing advice and assistance to staff.

Equal Opportunities and Race Equality Policy
All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding in art.

Where pupils have identified additional needs, class teachers and the SENCo will Where pupils have identified additional needs, class teachers and the SENCo will work together to ensure that appropriate support and reasonable adjustments are put in place to enable all pupils to access the art curriculum and participate fully in lessons. This may include adapting resources, equipment, teaching approaches, activities and expected outcomes to meet individual needs, while maintaining high expectations and promoting pupils' creativity, independence and confidence.

This policy will be reviewed every two years by the art Subject Leader and approved by the governing body. Annual monitoring outcomes will be reported to the Curriculum Committee and summarised in the Headteacher’s report to governors.