



Wootton-by-Woodstock CE Primary School

Policy Agreed: Sept 2019
Person Responsible: Sylwia Arneil
To be reviewed: Sept 2022

Policy for Art and Design 2019

DEFINITION

Art is a foundation subject of the National Curriculum and it encompasses Art, Craft and Design. Foundation Stage children are introduced to Art through the area of learning within the Early Years Curriculum known as "Expressive Arts."

Art as outlined in the 2014 Curriculum is creative and should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create works of art. It plays a particularly important role in allowing children to be expressive and in turn express their personal ideas and thinking. It encourages children to respond to learning in imaginative and creative ways which may enrich their lives. It enables children to understand and appreciate other individuals, communities and cultures from different times and places.

Art has a high priority within our school. It is a means by which we can recognise our creative talents and a vehicle through which we can respect and celebrate the beauty of the world around us.

Essentially there are three foci:

- Practical aspects- drawing, printmaking, collage, sculpture, textiles; cutting, shaping forming, joining, using tools safely and appropriately, collecting resources independently, selecting, organising, manipulating media and clearing away.
- Perceptual aspects- observing, recording, imagining, remembering, expressing, communicating, feeling, responding, critically appreciating, evaluating, analysing and developing visual vocabulary.

Critical aspects- individual artists, groups or themes, within cultures or periods, exploration of mood, form and content.

AIMS

- For children to acquire the knowledge and skills to allow them to be expressive.
- To experience a sense of achievement and enjoyment.
- To make a major contribution to creative, emotional, spiritual, and cultural development.
- To value imagination, inspiration and contemplation.
- To encourage children to ask questions about meaning and purpose.
- To develop creative and expressive skills and appreciation through working with a variety of media and in response to a variety of artists from a wide range of cultures, times, places and contexts.
- To begin to develop a critical understanding of artists work from both the present and the past.

To use art as a vehicle to access other areas of learning.

GUIDELINES

CURRICULUM

Planning, teaching and learning within Art will be guided by the 2014 Curriculum and the EYFS curriculum and is delivered as part of a broad and well balanced curriculum. It inspires and enhances learning in all other subject areas but also exists in its own right as a creative, imaginative and practical activity.



We draw ideas from the progressive skills scheme for Wootton School, other curricular areas, local and national initiatives and, most importantly, the children.

TEACHING AND LEARNING

The National Curriculum and The Foundation Stage Guidance will be observed.

Art is taught in discrete lessons and is also cross-curricular. For instance, it may be used as a medium for exploring and understanding religious beliefs, or as a means of discovering more about Roman Pots.

Children are given opportunities to:

- Develop their independence with regards to equipment choices and use. For example, children are taught from Foundation stage how to use the equipment correctly, mix powder paints and how to store equipment suitably.
- Work on focussed tasks individually or as a member of a group/class.
- Apply knowledge and skills in new contexts and through cross curricular topic within Curriculum 2014.
- Experience a wide range of approaches that build and develop on their previous knowledge and skills. Observational drawing and painting being the core areas that are taught and visited on a regular basis (each term and as a means to access other curricular areas).

We encourage children to recognise, respond to, analyse and evaluate their own and others work, including the work of past and present artists.

We foster a sense of self-worth by:

- Praising children's efforts.
- Cultivating positive attitudes.
- Encouraging pride in achievement, respect for the world and achievements of both themselves and others
- Celebrating and displaying work creatively.
- Encouraging care in presentation
- Promoting awareness and interest in the visual arts
- Engendering sensitivity towards interesting and challenging images
- Inspiring willingness to explore diverse ideas

We help children to move forward intellectually and help to develop their visual perception by talking through a task, guiding their hands and eyes, and demonstrating skills and techniques to the best of our own ability.

We listen to and value their comments and observations.

We provide stimulating, varied and challenging activities which promote a wide range of artistic objectives. These may include visits to galleries/exhibitions or visiting artists.

Year 1-6 children keep a sketch- book for recording observations, collecting ideas, preparing plans and to practise specific skills. Sketch books are to be used as a working document and should also be used to review and revisit ideas, in addition to keeping a working record of the development of skills and ideas. These books should be well presented and not used as jotters.

Children are given the opportunity to work as individuals, in groups and as a class in responding to art and creating their own pieces of art.

Children's work is sensitively mounted and arranged to draw attention to the artwork itself.



We provide opportunities for children to display and exhibit work outside the school context. For instance, at the Museum of Modern Art, Oxford, the Town Hall in Woodstock, the church or in the village hall.

PROGRESSESION DIFFERENTIATION AND PERSONALISATION

As the children move up through the school we contrive to develop progression and continuity between age groups and ability groups. This happens through the provision of appropriate activities and skill opportunities. Differentiation may be through activity design (setting more challenging tasks, for instance, screen printing for more able printers), by outcome through the personal approach that art affords the artist or support offered. Children are given 1-1 encouragement and support so that each achieve the best they can. Children are encouraged to pursue their own lines of enquiry, selecting media, techniques and materials to independently express ideas and respond to the work of others.

IT

Children and staff are encouraged to make full use of photographic equipment both traditional and digital. Children learn to use creative apps (see the IT policy). Children and staff are expected to record work for inclusion on the school website.

RESOURCES

A list of resources is kept on the staff room shelf and further items are purchased as necessary. Resources are kept in the resource room in the hall. Staff are free to borrow resources belonging to the Head Teacher. These are kept in her office. Books are kept in the school library. Resources are cared for and respected, and this is filtered into lessons through teachers modelling and encouraging children to use and store resources appropriately.

EQUALITY AND ACCESS

We reflect and promote a child's key rights irrespective of religion, belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background. All children have equal access to opportunities in artistic study; they have the right to experience, enjoy and express themselves in all aspects of the visual arts. Appropriate support will be given and when necessary outside agencies will be consulted for further support. Please see the Equality and Access, SEND and Inclusion policies.

ASSESSMENT

Teachers annotate work according to the assessment policy and samples are kept to facilitate monitoring. Periodically we will monitor progression by the use of whole school tasks.

MONITORING AND EVALUATION

The school monitors and evaluates on a continuous basis through the following:

- Lesson observations and the quality of teaching
- Work sampling (work, sketch books and displays)
- The quality and effectiveness of long, medium and short term planning
- The quality and consistency of assessing and learning
- The quality of resources to support learning



HEALTH AND SAFETY

Children should be adequately supervised when working with sharp tools such as knives or lino cutters. Fixatives or spray paints should be used out of doors or in well-ventilated conditions. Please see the Health and Safety Policy.

PROFESSIONAL DEVELOPMENT

Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place. The head teacher and art co-ordinator have a particular strength in art and will use their expertise to demonstrate skills, model teach and run in-school INSET workshops and whole school arts projects. Staff are encouraged to extend professional development and improve their professional practice.

SMSC

Art will enhance the learning experiences across the curriculum and enable children to gain a deeper understanding of times, places and cultures other than their own. It will provide opportunities to develop the whole child:

Social: To understand how people live their lives, what is important to them and what affects them; how people live and work together. Developing social skills in collaborative art projects in which children need to share and support, negotiate, plan, execute and evaluate tasks.

Moral: To develop a sense of right and wrong and how art may be used to express or understand moral beliefs or dilemmas. Evaluating opinions and values of others which have been expressed through art media. Expressing personal values and ideas inspired by, for instance, moral topics such as war and reconciliation.

Spiritual: To build perception and an inner awareness of the self and its sensitivity to the outer world, both past and present, tangible and intangible, spiritual and natural dimensions through inner reflection. Responding to art and what it represents by connecting and interacting with the inner self. Expressing the inner self through art media.

Cultural: To develop multicultural awareness, sensitivity and respect for those from cultures different to their own. Using art as a medium through which to explore and understand elements of other cultures, ethnicities, nationalities and religions.