

Brinsworth Howarth Primary School



Art Policy

January 2023



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Brinsworth Howarth's Art Policy

We value the teaching of Art because:

- Art can stimulate creativity and promote imagination.
 - Art provides a stimulating learning environment where children's work is celebrated.
 - Art provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
 - Art provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
 - Art can give children confidence and a chance to produce something without failure, something that is personal to them.
- Art can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how art has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures.
 - **We hold art in the highest educational regard and due to this, we are currently applying for the ArtsMark award.**

It is our intent;

- To promote a confident, positive attitude towards the learning and use of Art making it an enjoyable experience;
- To enable the children to develop their skills of observation, use first-hand experience and have the confidence to create their own ideas.
- To develop their ability by using a range of materials, tools, and techniques within art lessons, starting always with pencil work as the foundation block to build upon.
- To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of art's place within different periods and cultures.

Implementation of the Art Policy

1. The Foundation Stage

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Foundation stage teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

2. Implementing the skills – KS1/KS2

Each Key Stage (KS1, LKS2 and UKS2) follows a given programme of skills development, which covers every area of art.

- Children are given ample opportunities within KS1 to develop these skills to enhance their art. They are taught the basics of using brushes, pencils and clay. etc. They are taught the language of Art and different ways of using the same equipment. i.e. - Which way to use their paper to the greatest effect. How to hold their brush to get the best results.
- Children in KS2 are able to consolidate their learning by using the techniques that they were shown in KS1. Each pupil in KS2 has a sketchbook to experiment with the techniques taught.
- They are given the opportunity to be able to use a wide range of resources.
- Children at both KS1/KS2 are encouraged to self-assess. They have to rate their own work and discuss what they think was good and what they could improve.

3. Teaching and learning in Art

- Children have the opportunities to work individually and collaboratively.
- Children have the opportunity to study the works of a range of established artists from a wide range of cultures. They are encouraged to discuss the techniques, meanings and skills using the appropriate vocabulary eg foreground etc. Each year the whole school study the same artist/s, which is set by the 'Picture This' project.
- Children are provided with activities to develop their experience of tools, techniques, language, line, colour, texture and pattern.
- They are taught to use tools safely and to organize and care for materials and equipment.

- Children are taught that their work is valued and achievement acknowledged by presenting examples around the classroom and school in visually stimulating displays.

4. Cross curricular/ Planning

- Art is taught according to the National Curriculum guidelines in a cross-curriculum environment. The teaching of art is generated through half-termly topics (KS1) and termly topics (KS2). Art can help provide meaning to all other subjects within the curriculum. Art is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Art can be linked to all other areas and gives a practical approach to learning.
- Long term planning for art is enclosed in the school's New Curriculum planning document **which can be found in the ART file on the Staff site under Foundation Subjects, here all the information eg list of artists can also be found**, medium term plans are completed by the year group teacher. Short term weekly plans are kept by the class teacher.
- In Art the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them over all other areas of learning.

5. Resources

- Paint brushes, glue, pencils, felt pens etc. are allocated at the beginning of the year and kept in individual classrooms.
- More specialist materials are kept in the main hall resource cupboard such as printing equipment. Clay is kept in the cupboard by the main entrance offices
- Paper - different sized/types of paper, backing paper and boarders, card etc are kept in the large drawers of each key stage shared area.
- Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use.

6. Art Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- It is the responsibility of the subject leader to ensure the National Curriculum guidelines are being covered. A development of each skills set (pencil work, painting, clay etc) is available to assist teaching.

7. What impact does art have on our school and pupils?

- Work is displayed throughout the school to exceptionally high standards. The presentation reflects the value the school places on the pupils' work. As well as in classrooms and shared areas in the Key Stages, the main school hall is used as an art gallery to showcase work from all years from the 'Picture This' exhibition. This provides clear evidence of the progression of skills through the years.
- Teachers observe, listen, intervene and modify tasks where appropriate in order to support the learning needs of all children. Pupils' progress in Art is assessed against the learning intentions set out at the start of the task and their own personal progress and development of skills rather than how good a piece of work is,
- Children are encouraged to take an active part in the assessment process by stating their opinion and where to develop further.
- A summative assessment of each child's progress in art over the year is given in the end of year report to parents.
- The Art Subject Leader will keep a portfolio of work (taken from the link corridor from all year groups) to show progress throughout the school on a particular area.

8. Inclusion

- Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher and Art Subject Leader will monitor the effectiveness of this policy on a regular basis.