



TUNBURY PRIMARY SCHOOL

Art and Design Policy

Vision

All children will have the confidence to experiment with a range of media and will be equipped with the skills to present and display their work within an environment where it is celebrated. Each child will have the opportunity to experience artists and understand our cultural heritage. They will have a unique way of understanding colour, texture, form and pattern; communicating their ideas through making thoughtful judgements.

Purpose

Art and Design is part of the Foundation Subjects making up the National Curriculum. This document acts as a baseline for outstanding practice; outlining the purpose and implementation of art within our school.

Aims

Tunbury Primary school aims to teach children to

- develop knowledge, understanding and enjoyment of art and design
- develop a visual awareness
- provide opportunities to use art to record feelings and express creative imagination
- develop visual vocabulary
- understand the visual elements of colour, texture, line, tone, pattern and shape form in order for them to effectively express themselves through artistic means
- develop a mastery of a range of tools, media and processes
- develop critical abilities and an understanding of cultural heritage
- acquire artistic skills and techniques
- develop their computing capabilities; including using a range of e-resources and photography
- develop their capacity to evaluate their own and others artistic endeavours
- teach children the skills needed to display and present their work

Time allocation

Art within our school is taught weekly by class teachers for a minimum of 45 mins. It should have clear cross-curricular links and appropriate time for skills to be taught effectively. Art is a subject in its own right so is not treated as a reward activity; but rather an opportunity for children to learn within practical experiences. Note: at times when projects may take longer than an hour to complete, teachers may choose to be flexible with their time table.

Planning

Children in EYFS have a wide range of creative experiences that enable them to meet the Early Learning Goals set out within the Expressive Arts and Design section of the Early Years Outcomes which is made up of two parts; Exploring and using media and materials and Being imaginative.

Children in Key Stage 1 and 2 adhere to the National Curriculum requirements for Art. They build Art into the creative curriculum using Topic themes. Staff plan for experiences which are accessible for all pupils and ensures the progress of all pupils in the short, medium and long term. In addition, there will be evidence where planning has been made cross curricular to support deeper levels of thinking. This will include links to Maths, Writing and Reading. Evidence for this can be located within each subject book, as well as KS2 sketch books and folders.

The three main starting points for work are first hand observations, experience (memory) and imagination.

Teachers will ensure that:

- Each term children have the opportunity to explore a key artist and art work as a stimulus and inspiration for an art project
- Children will have the opportunity to study artists and their historical impact
- Children will explore all areas of art (sketching, 3D, painting, textile, computing, printing and collage) with time allocated for practicing and exploring skills within sketchbooks (KS2)
- Each term children will have the opportunity to plan, create and evaluate their final art piece
- Learning questions and success criteria for each lesson are skills related
- Children will have the opportunity to work individually, in small groups and sometimes as part of a whole class on larger collaborative projects

Children will also have the opportunity to explore art through their Brain Builder projects which can be celebrated when they are brought into school.

Assessment

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child.

Teachers will use the Focus documentation and a range of assessment techniques including:

- Teacher' observations of pupils
- Teacher – pupil discussions
- Questioning
- Photographed evidence of final outcomes if artwork cannot be attached to art books/folders.

Teacher comments, where needed, should relate and extend the skills focus of the lesson. Teachers will plan opportunities for the children to evaluate their own and other's artwork.

A formal report of progress will be made available to parents in the pupils' annual report at the end of each academic year.

Resources

All year groups have access to a range of high quality art materials and equipment for all areas of art. If resources need to be replenished or specifically ordered staff will inform the Art and Design Leader.

Children should be taught how to resource and collect materials for their artwork. Teachers should ensure that time is taken to ensure children understand how to maintain, use and clean resources in a way that mean they are ready for the next class to use. Children should be taught how to use resources safely and participate in the set up and clearing away of resources.

All resources should be returned to their rightful place and stored appropriately and safely.

Learning Environment

Artwork should not be undervalued and seen as a way of filling wall space. The learning environment should demonstrate existing art pieces by the focus artist with effective questions to extend and deepen the pupils' understanding and learning experience.

Children's work, regardless of ability, should be celebrated. Each class teacher will select artwork from each term to celebrate through display within their classroom.

Inclusion

All children must be given full access to the art curriculum. Every effort will be made by class teachers to ensure this happens. In nearly all circumstances small changes to activities, resources and classroom layout should enable this to happen.

Visits

Where appropriate, educational visits to places of interest should be encouraged. These can provide children with opportunities to engage with and explore primary resources as a stimuli for work. Visits may take the form of art galleries or practicing artists.

Role of Subject Leader

The monitoring of the standards of teaching and learning within Art is carried out by the subject leader. The Art and Design leader will monitor planning, pupil's work, feedback and learning environments throughout the year. A portfolio of work exemplifying progression across the year groups is maintained by the subject leader.

The subject leader will undertake, where appropriate, specialist teaching, including practical demonstrations to small groups.