



# All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

## Curriculum Policy on Art

Date adopted: February 2017

By: Full GB

To be reviewed: February 2019

## **Rationale**

At All Saints First School and Busy Bees Nursery we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

*“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”*

*Sir Quentin Blake,*

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities.

Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As a school we do celebrate and recognise the work children bring into school from home.

## **Aims**

At All Saints First School we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art
- through art extend and enrich other curriculum areas

## **Role of the Subject Leader**

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to
- keep up-to-date on the use of Art in the curriculum
- promote art throughout the school e.g. organise an art day during the summer term

## **Teaching and Learning**

### **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. Nursery and Reception teacher plans 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.

## **Key Stages 1 and 2**

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience.

The planning includes opportunities for

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books
- first-hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school
- knowledge of next steps through verbal feedback and success criteria

### **Health and safety**

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate.

### **Equal opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

### **Differentiation**

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

### **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the art curriculum both inside and outside school.

### **Assessment and recording**

We assess children's work in art by making informal judgements as we observe them during each art lesson. Assessment through the use of self-evaluation, peer assessment and classroom discussion which includes the children's views, encourages a reflective approach to art. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. At the end of each year a written report is given to parents about their child's achievements in art.