

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Art Policy

Art and Design is a foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of the Art and Design taught in our school.

From the National Curriculum for England & Wales 2014 ...

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Develop children's visual awareness and enjoyment of art and design.
- Provide children with the opportunity to use art and design to record their feelings and express their creative imagination.
- Provide children with the opportunity through the use of a range of artistic media to acquire skills and develop artistic techniques.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Hollins Grundy ...

EYFS

Art falls within Creative development in the Early Years Foundation Stage. In Reception children's creativity is extended by the provision of support for their curiosity, exploration and play. Children are provided with opportunities to explore and share their thoughts, ideas and feelings, through a variety of art techniques and activities, experimenting with colour, design, texture, form and function.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions

We support the aims of the national curriculum and value and promote art to all of our children.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures.

They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Planning

- Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.
- Art skills will be planned as part of the Creative Curriculum with a clear progression across classes using Hollins grids. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.
- It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work.
- All teachers are usually responsible for teaching art, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Art and design provision.

Subject Leader

- The Art Co-ordinator will monitor the range of experiences made available to the children, to ensure coverage is balanced through cross-curricular links.
- The Art Co-ordinator will monitor the progression of work produced throughout the school, relating this to age related expectations using clear statements on our Hollins assessment Grids for each year group.
- The Art Co-ordinator will plan for one day every term throughout school based around a great artist, sculptor or architect in order for children to experience a range of skills and techniques.

Assessment

Children's learning is assessed against learning objectives clearly identified on our Hollins Assessment Grids and their achievements are recorded on the Target Tracker system termly.

- Evidence of pupils' work may be in the form of photographs, brief notes and samples of work.
- In Key Stage Two, **sketch books** will form part of the assessment process as these will follow the children throughout the years and progression will be evident across year groups.
- Children are encouraged to self-evaluate and suggest improvements. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities.

Organisation of resources

- Art resources are stored centrally.
- If Art resources are required, staff will notify the Art and Design Co-ordinator termly.