



# Green Oaks Primary Academy

## Art Policy

Persons Responsible:

Principal

Art Co-ordinator

Next Review Date:

October 2024

Policy Author:

Mrs A Dickens

Review Dates:

October 2020 (AD)

October 2021 (AD)

October 2022 (AG)

October 2023 (AG)

*“Art is a place for children to learn to trust their ideas, themselves and to explore what is possible.”*

*Maryann F Kohl*

### Policy Statement

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It gives pupils the opportunity to communicate what they see, feel and think through several elements including colour, texture, form, pattern and different materials and processes.

Pupils become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through their exposure to the work of diverse artists and designers.

Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

## Objectives

The quality teaching of Art at Green Oaks will

- enable pupils to record from first-hand experience, observation and from imagination
- give pupils the opportunity to experiment and explore before making independent informed choices
- develop creativity and imagination through a range of activities
- improve the pupil's ability to control materials, medium and techniques
- increase pupil's critical awareness of the roles and purposes of art and design in different times and cultures
- develop their confidence in the use of visual and tactile elements and materials
- incorporate art into the curriculum across a range of subjects
- raise our pupils' cultural capital by exposing them to a range of diverse artists and designers and to foster an enjoyment and an appreciation of their works
- develop their skills to be able to evaluate and critique their work and that of peers, whilst remaining respectful

## Teaching and Learning

Teaching staff at Green Oaks Primary Academy use a variety of teaching and learning styles in art lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. This is encapsulated in their sketchbooks or in their Class Notebook.

We deliver this through a mixture of whole-class teaching and individual/group activities tailored to the needs of our pupils. Examples of high-quality individual performances and those demonstrating aspiration and ambition are used as models for other pupils.

Teachers recognise that their pupils have differing abilities, and these are tailored for by providing suitable learning opportunities and matching the challenge of the task to the ability of the child. A number of strategies can be utilised but may include the use of setting of common tasks that are open-ended and can have a variety of responses; setting tasks with varying degrees of challenge; grouping pupils of differing abilities to bring a range of skills to collaborative works and using additional adults to support.

Teachers encourage pupils to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them whilst maintaining our school value of respect. We give pupils the opportunity within lessons to work independently and collaboratively on projects in two and three dimensions and on different scales. Pupils are given access to a wide range of materials and resources, including ICT.

### Art and Design Curriculum

Art is a foundation subject of the National Curriculum. We have incorporated the national scheme into the circumstances of our school and to ensure we focus on our curriculum drivers: culture, diversity and environments.

We carry out curriculum planning in Art and Design in three phases: long term, medium term and short term.

Long term planning maps outline the coverage for the year groups. These are developed with the Class Teacher and the Subject Leader making thematic topic links wherever possible.

Our medium-term plans give details of each unit of the work for each term and refine national curriculum statements. The Subject Leader is responsible for ensuring coverage is met, links are made to other subject areas to enhance knowledge, understanding and experience and a diverse range of artists are encountered wherever possible.

Finally, short term planning is completed by Class Teachers for a series of lessons. These give the specific Learning Intention for the lesson and gives details of how the lessons is to be taught.

We plan the activities in art so that they build upon the prior learning of the pupils. While we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the pupils as they move up through the school. Children in Key Stage 1 and Key Stage 2 use sketch books to gather and stimulate ideas prior to creating a piece of art. Fine motor skills are developed in various activities which afford the children greater control of materials and equipment.

At the start of each alternate academic year, all pupils from Nursery to Year 6 take part in a series of lessons on drawing self-portraits. Exemplar material is kept by the Subject Leader in the Art and Design folder to demonstrate progression over time. Teachers and pupils will also be able to map the progression of an individual as their sketchbook moves with them throughout their Green Oaks journey.

### Early Years Foundation Stage

Creativity in the EYFS is encouraged as part of the Foundation Stage of the National Curriculum. The creative development of the pupils is related to the objectives set out in the Early Learning Goals, which underpin the planning for pupils aged three to five. The pupils' art learning includes being exposed to the artwork and crafts of different artists and designs, being given the opportunity to experiment with a wide range of medium and technique both through discovery learning and facilitated tasks.

The range of experience encourages pupils to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Pupils experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

### Cross Curricular Links

Whenever possible, Long Term Plans use a thematic approach to immerse pupils into a topic, giving them the opportunity to make links and deepen their knowledge. However, we recognise that this may not always be the case and that the teaching of the art skill is the most vital part so occasionally a series of lessons maybe planned which may stand alone.

### ***English***

Art contributes to the teaching of English in our school by encouraging pupils to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other pupils, and to say what they think and feel about them. They are encouraged to develop their speech and language by using subject specific art vocabulary. We encourage the use of English for Art stimuli but also to use Art as the stimuli for English. Giving pupils the opportunity to develop their own artwork for their English heightens ownership and can produce a higher quality writing outcome.

### ***Maths***

Art and design contribute to the teaching of mathematics in our school by giving opportunities to develop the pupil's understanding of shape and space through work in two and three dimensions. It develops the vocabulary of position, direction and symmetry when discussion artwork.

## ***Humanities***

Throughout history art and design has been influential in recording how society is portrayed as well as recording many historical events. Within humanity topics, art links can be made to recognise how life and art through the years has changed. Local links can be fostered so pupils understand how art has impacted on their community and environment.

## ***ICT***

We use ICT to support art teaching when appropriate. Pupils use devices to explore shape, colour and pattern in their work. Older pupils collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Pupils use the internet to find out more about famous artists and designers. They have the opportunity to record exploration on artists and designers in their Class Notebook.

## ***Spiritual, moral, social and cultural development***

The teaching of art offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other pupils and encourages them to collaborate and co-operate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople. The school promotes art as a way for pupils to develop culturally, socially, spiritually and emotionally.

## **Assessment and Recording**

Teachers assess pupils' work in Art whilst observing them working during lessons. Front sheets for each unit are inserted into the pupil's sketchbook and the Teacher can record using the triangle method of feedback. Feedback is given verbally to pupils at the time of the learning, however if written feedback is needed then this is to be recorded on a

post-it note and attached onto the work. There should be no writing seen on the pupils' work. Assessment is recorded on the Art Foundation Subject Tracker using numeric scaling representative of the feedback triangle. (1 Learning Intention not achieved, 2 Learning Intention partially achieved, 3 Learning Intention fully achieved).

Over the academic year the Teacher will build a profile of the pupil as an artist and consider an annual assessment which is passed onto the parents in the child's annual report.

### Resources

We have a wide range of resources to support the teaching of Art across the school. Classrooms have a range of some basic resources, but the more specialised equipment is kept in the Art cupboard. The storeroom and cupboards are accessible to pupils only under adult supervision. It also remains the responsibility to all users of Art curriculum resources to ensure the consistent order of the storage area. This helps identify low stock levels but more importantly maintains a safe working environment.

More specialist materials for units of work should be ordered as and when by the Teacher delivering the sessions due to storage.

### Monitoring and Review

The monitoring of the standards of the pupils' work, the quality of teaching, the progression of skills through coverage and the exposure to a range of diverse artist and designers is the responsibility of the Subject Leader. The role of the Subject Leader is not only to ensure the requirements of the National Curriculum are met but also includes supporting colleagues in the teaching of Art and Design, informing others about current developments in the subject and ensuring the subjects profile remains high and engaging.

The Subject Leader and Principal will meet throughout the year to evaluate the subjects and to discuss key development points and actions. The Subject Leader will gather evidence from monitoring, book scrutiny's, pupil and adult voice. The Subject Leader will use these findings to provide a strategic lead and direction for the subject in the school.

As a school we will endeavour to monitor the opportunity for celebrating the artwork of pupils by creating attractive displays and to seek opportunities to introduce the children to new crafts, artists and projects.