



Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria, as well as having the opportunity to explore their own creativity. Children will be encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

## **Intentions:**

- To provide opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Children will have experience in all areas of art in each phase (drawing, painting, 3D, Textile, ICT, printing, collage and the historical significance of each artistic method)
- Each year, children will have the opportunity to use a range of different resources.
- To introduce children to a wide range of artist (Historical great artists as well as contemporary artists).
- To encourage an open-ended exploration of creativity.
- To enable children to become visually literate and able to identify and apply the key elements of art.
- Have the confidence as well as the skills and experience to communicate their ideas through their artwork.

## **National Curriculum**

### **In Key Stage 1, pupils should be taught:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### **In Key stage 2, pupils should be taught:**

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

# **Implementation:**

## **Teaching and planning of Art**

- Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.
- Use a variety of approaches that are matched to the activity and the ability of the children.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work.
- When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focusing upon art skills.
- Teachers' planning is based on, and will meet the requirements of, the National Curriculum. Reception children will be supported through the Early Learning Goals with resources and staffing appropriate to the Foundation stage.

## **Sketchbooks**

Sketchbooks are used from Year 3 through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

- Sketchbooks should be owned by the pupils, and should be placed at the centre of pupils' creativity.
- Sketchbooks should be used to gather, collect, experiment and reflect – they should be a place of discovery.
- Sketchbooks are a place to experiment – not everything will develop into a final piece. There's no need to rub out – just try again.
- Teachers should not mark directly in the book. Teachers should use one to one or small group discussion to discuss sketchbook content.

## **The contents of the sketchbook could include:**

- Experiments with using various marking media drawings in a range of media that are:
- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of the basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

## **Resources**

- The children are encouraged to use a wide range of resources to support their work.
- Most equipment is stored in a central resource area, although each class has a supply of regularly used items.
- All children are given regular instruction in the safe and considerate use of resources.

## **Continuity and Progression**

- Continuity will be ensured by following the 'Art Skills Progression' document.
- Progression will be achieved by placing an increasing demand upon children to develop their art and design skills.
- Expectations of high-quality work are the norm in school. This includes the use of an increasingly wider range of materials and drawing upon specific knowledge and understanding.

## **Safety**

- The school is responsible for teaching art and design in a healthy and safe environment.
- All safety issues need to be discussed with the co-ordinator and the head.
- Safety issues related to a specific task are discussed with the children before starting work
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The teaching staff are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media.
- All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher.

## **Inclusion**

At Little Eaton Primary School all children have access to Art lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

## **Equality**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

# **Impact:**

## **Monitoring, Record Keeping and Assessment.**

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Samples of work are moderated throughout the year. Due to the practical nature of the work, evidence of activities undertaken may be in the form of notes or photographs. Children are encouraged to plan, design and evaluate their own work.
- Evaluation of work is carried out through discussion and classroom observations.

## **Subject leader role**

The Art subject lead is responsible for raising the standards of teaching and learning in Art. This will include:

- Overseeing the design and delivery of the Art curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Miss E. Treddenick (Art Subject Leader).

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**Confirmation that the policy for Art and Design, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:**

Signed by:

Governors: ..... Date: .....

Headteacher: ..... Date: .....

Next Review date:.....