



Art Policy

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Barley Lane Primary School

Curriculum Policy

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We aim to Believe in Ourselves, Learn together, Persevere and Succeed. In order to achieve this, and to achieve national standards for all of our children, we aim that our children:

- Communicate clearly and respectfully
- Have a good knowledge of the world and how history has impacted on this
- Develop cultural appreciation through rich and valuable experiences
- Show resilience, especially when faced with new situations

Our curriculum is underpinned by our five core values: Compassion, Honesty, Respect, Responsibility and Resilience. We aim to widen the life experiences for our children, with a particular focus on cultural and creative experiences. It is our intention that we provide regular opportunities for our children to visit different places of interest, experience the work of different international artists and to visit museums and places within their locality. These are designed to be memorable learning experiences which help to build character.

Curriculum Intent

This document is a statement of the aims, principles and strategies for teaching and learning of Art at Barley Lane Primary School. The staff and governors of Barley Lane believe that Art plays a vital role in the education of the whole child, and the development of art and craft skills will enable the achievement of personal fulfilment and the satisfaction of the child.

Art is the understanding and use of visually communicated information gathered from a wide range of sources. Art delivers both a practical and academic element to the curriculum, creating opportunities for expression and imagination in the handling of images, artefacts, tools and

materials. Art offers equal opportunity to all pupils through a range of appropriate two and three dimensional experiences. It offers opportunity to achieve success at every intellectual level through a wide variety of materials, processes and contexts. Diversity and equality play an integral part in teaching art. By making it relevant to the children's own heritage, culture, and life experiences, we can enhance their creative thinking further.

Curriculum Implementation

At Barley lane, teachers are provided with CPD sessions, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- The curriculum sequences that outline knowledge (including vocabulary) all children must master and link to other subjects;
- A cycle of lessons for each topic area, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- A means to display and celebrate the pupils' artwork in their class / around the school.

Our art curriculum provides children with opportunities to progress 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 a range of artists. 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. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a project.

Curriculum Aims

- To develop and encourage creativity and imagination through experimenting with a range of different tools and materials.
 To improve the children's ability to control materials, tools and techniques.
- To improve their gross and fine motor skills.
- To develop an understanding of the work of artists and apply this knowledge to their own work.
- To develop design techniques, including drawing, painting and sculpture with a

- range of materials.
- For all children to use sketch books to record their observations and use them to
- review and revisit ideas.
- To develop children's social skills, sharing, co-operation and valuing one another's work.
- To develop the cross-curricular use of Art and Design' in all subjects.

Key stage 1

Pupils in Key Stage 1 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.
- To use sketch books to record their observations and use them to review and revisit ideas.

Key stage 2

Pupils in Key Stage 2 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. In addition to building on from the skills taught in Key Stage 1, pupils will be taught to:

- To use sketch books to record their observations and to 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.

Art Resources

All classrooms have a store of basic Art resources. Specialist resources/equipment is centrally stored and should be returned to central storage cupboard immediately after use.

A requirement list for the new term will be circulated around at the end of each half term for the Year Group Leaders to complete.

General Safety

Every Art lesson should begin with a basic lesson on safety where applicable. All tools should be put down the moment they are no longer in use. Never allow children to walk across the room with a tool and never allow children to use tools away from the designated work area. Never use tools directly onto table surface, always use cutting mats, plastic sheets, newspapers, bench hook or a wooden block where appropriate. Make sure children know how to use tools and materials correctly

which are available to them. Provide adequate workspace and insist that all work areas are kept tidy. All children must wear safety kit for protection where applicable.

Health and Safety

Barley Lane is committed to safeguarding and promoting the welfare of children and the emotional wellbeing of staff so that every child and adult feels welcomed, fulfilled, safe, secure and confident.

Staff and children must be aware of their responsibility to report incidents of inappropriate behaviour.

Each member of staff should be aware of these safety rules and reinforce them each member of staff can insist on further safety measures depending on their own level of confidence, classroom organisation and the behaviour stage/ability level of the class.

Curriculum Impact

Progression in art will be assessed throughout each key stage through the children's ability to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We assess the children through:

- Observing children at work during art sessions.
- Questioning the children in relation to their programme of study in order to assess their understanding and comprehension.
- Assessment/marking the work produced by the children and discussion of their next steps.
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

We assess the children's work in art while observing them working during lessons. Children's artwork and photographs of them working can be used as evidence to support assessments. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the Year, we make a judgement against the expectation at the end of each year, also comments in reports to parents.

Displays

It is important that children's success in art is acknowledged and celebrated appropriately. This will be done through display in classrooms and around school.

Displays in the corridors of the school must include the children's ethnicity and cultural backgrounds. Whenever possible, a range of children should make contribution to majority of the displays.

Teachers to stringently follow the School Display Policy.

Monitoring and Review

The Coordination and planning of Art is the responsibility of the subject leader, who also:

Supports Colleagues in their teaching, by keeping them informed about current developments in Art and Design', by providing a strategic lead and direction for this subject

Keeps the Senior Leadership Team informed of the strengths and areas to develop in 'Art and Design', and indicates areas for further improvements.

The teaching and learning of Art and Design across the school is monitored termly through planning scrutiny, outcomes of informal learning walks and school displays.

Linked Policies

Curriculum Policy

DT Policy

PSHE Policy

RE Policy

Display Policy