

Approved: Autumn 2020
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Website Policy

THE GLEBE PRIMARY SCHOOL

Art Policy



The Glebe Primary School

The Glebe Primary School is a Rights Respecting School.

Article 29: Education must develop every child's personality, talents and abilities to the full.

1 Aims and objectives

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. 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. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The objectives of art and design are:

- 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;
- to learn 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 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);
- to learn about great artists, architects and designers in history.

2 Teaching and learning styles

2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

3 Art and design curriculum planning

3.1 At The Glebe Primary, cross-curricular lesson planning is encouraged but stand-alone art units/ lessons may also need to be taught to ensure full coverage of Key Stage 1 and 2 programmes of study from the National Curriculum and the skills from the school's Art and Design progression map. We use a wide range of resources as the basis for our curriculum planning in art, but we adapt this to our local context. We ensure that there are opportunities for children of all abilities

to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

3.2 We carry out curriculum planning in art in two phases (long-term and detailed medium-term plans). The long-term plan maps the art topics studied in each term during each key stage; the teachers in each year group plan what is to be taught each term, ensuring all areas and skills are covered across the year. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

3.3 The medium-term planning is completed within year groups and is reviewed on a yearly basis. The subject co-ordinator also reviews these plans on a regular basis to ensure that children have complete coverage of the National Curriculum, over both Key Stages.

3.4 The year group teachers write the medium term plans. The medium term plans give details of each session to be taught during the term. The subject leader reviews these plans on a regular basis. These plans list the specific key skills, learning objectives and expected outcomes for each lesson and differentiated learning activities. These plans are saved on the school electronic system and teachers are encouraged to adapt these plans, where necessary to fit the needs of their children.

3.5 At The Glebe Primary we plan the topics in art so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

4 The Foundation Stage

4.1 We encourage creative work in the reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We try to give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children 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 children, and to say what they think and feel about them.

5.2 Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

5.4 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give 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 children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children 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.

6 Art and design and Computing

6.1 The children's computing skills enhances their learning within art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using Ipads, digital and video cameras, scanners and digital microscopes. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

7 Art and design and inclusion

7.1 We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

Special Educational Needs

7.4 At The Glebe Primary School we differentiate the curriculum in order to meet individual needs. All children have entitlement broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

7.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Identification of a specific special education need will lead to the creation of a School Support Plan (SSP). This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.

Gifted and Talented

7.5 In our school we aim to provide a curriculum that is appropriate to their needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps us to ensure that we recognise and support the needs of those in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

7.3 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

8.1 Children demonstrate their ability in art in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

8.2 Teachers assess children's work in Art and Design by making assessments as they observe them working during lessons. They are encouraged to record the progress that children make by assessing the children's work against the learning outcomes for the lesson and the progressions of skills document. At the end of the academic year teachers make judgements as to whether children are working at expected, below or exceeding age-related expectations. Teachers then use ongoing assessments and end of year judgements to report the progress of each child as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

8.3 The teachers are requested to keep examples of the children's artwork, at the end of each unit of work, in a year group portfolio. At the end of each year the subject co-ordinator selects samples of the work to keep in their own portfolio which shows the level of achievement in art in each year group throughout school.

9 Resources

9.1 We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources and there are boxes related to the different Art skills kept in a central place, for all year groups to access, which contain more specific resources. Children are expected to take a growing responsibility for the care, organisation and return of resources.

10 Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject co-ordinator. The work of the subject co-ordinator also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school.

10.2 At The Glebe Primary we allocate time for the vital task of reviewing samples of children's work, scrutinising planning, observing lessons in progress, interviewing children and for monitoring teaching in the subject.

10.3 At the end of each term, all the year groups complete a reflective evaluation which feeds back to the subject co-ordinator areas of strength and weaknesses.

10.4 The subject co-ordinator gives the Headteacher a termly report summing up developments and things they wish to celebrate in relation to their subject.

10.5 The subject co-ordinator is also responsible for developing the subject throughout school. Each year the subject co-ordinator will put together a plan which lists areas for development that they wish to focus upon that year. At the end of the year the subject co-ordinator will evaluate the impact of each area of development.

11 Equal Opportunities

11.1 We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

This policy will be reviewed at least every two years.

Signed: J Buckley

Date: 30th September 2020

THE GLEBE PRIMARY SCHOOL

This Policy has been approved at a meeting of the
Governing Body of The Glebe Primary School.

On:

To be reviewed: Autumn 2022

Chair of Governors:.....