



Bishop Bridgeman Church of England Primary School

Art Policy

Introduction

At Bishop Bridgeman Primary School our curriculum is made up of the planned activities that we as a school deliver in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also an exciting range of opportunities to enrich the experience. We aim to teach our children to grow into positive, responsible role models who can work and co-operate with others whilst developing the knowledge, skills and understanding within subjects as well as a positive attitude to use throughout their lives.

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.

The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, assessment, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the teaching staff.

Rational and purpose

At Bishop Bridgeman Church of England Primary School art, craft and design has a significant and valuable role to play in the overall ethos and values of our school.

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. Children work individually and within a group to develop social and personal skills. Art is not taught in isolation. It retains its creative base, however, its skills and techniques are planned, taught and assessed. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Aims

The school ensures that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and

show progression within these experiences.

- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.
- Produce creative work, exploring their ideas and recording their experiences.
- 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.

Objectives

In their own work children should be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world about them.
- Understand and apply the basic principles of art, craft and design to include: ^[1]_[SEP]Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in sketchbooks or work journals.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as ^[1]_[SEP]the areas for development.
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.

Teaching and Learning Strategies

- 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.

- Children are given the opportunity to examine art, for example, exhibits, artefacts and historical buildings of interest.
- Special needs children are catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem.
- Develop clear links between art and design technology to provide opportunity to develop the children's ICT capabilities.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

Matching tasks to pupils' abilities

Teaching in art will address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. Questions will increase students thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Use of Sketchbooks

Sketchbooks are used from year 1 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.

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 on-going 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 Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Organisation and Management

The key stage plans are based on the National Curriculum guidelines and meet statutory orders for art, craft and design. All staff have a copy of year group miles stones. The acquisition of skills and learning in art is both through weekly lessons and longer project when time is blocked.

In Early Years the study of art will be included within the Knowledge and understanding of the World area of learning.

Role of the Co-ordinator

- Produce the Art Policy and the Key Stage plans that meet the statutory requirements.
- Produce the Art development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

Role of the class teacher

Class teacher is responsible for teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it.

Health and Safety

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator 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.

Cross curricular learning

Schemes of work are planned creatively to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of art teaching should not be compromised as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

