

St Christopher's C.E. Primary School

Art Policy

SCHOOL VISION

Flourishing together in a Christian community where every child has a life-long love of learning and has the confidence, resilience, skills and ambition to achieve their dreams.

MISSION STATEMENT

Art helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of art they combine practical skills with an understanding of aesthetic, social and environmental issues. It fires their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children's Laureate

Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. 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

At St Christopher's we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art
- through art extend and enrich other curriculum areas

STATUTORY REQUIREMENTS

The national curriculum for art aims to ensure that all pupils:

At Key Stage One (Years 1 and 2)

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.

At Key Stage Two (Years 3-6)

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.
- create sketch books to record their observations and use them to review and revisit ideas
- 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.

In the Foundation Stage (Nursery and Reception)

EXPRESSIVE ART AND DESIGN

Pupils should be enabled to:

- observe and respond to things seen, handled, remembered and imagined;
- investigate and talk about colours, lines, shapes, textures and patterns;
- look at, and respond to a piece of work by artists, designers, illustrators or craft workers;
- explore and use a wide range of materials and processes;
- create and develop ideas using colours, lines, shapes, textures and patterns;
- talk about own and other pupils work, and how the work was made.
- Progression
- As pupils progress through the Foundation Stage they should be enabled to:
 - use senses to explore real things, developing the capacity for focusing attention to detail;
 - use direct experiences, memory and imagination to observe and respond to the world;
 - begin to use visual language to describe what has been examined and observed;
 - begin to appreciate the visual qualities in the natural and made environment;
 - value own and other pupils' work;
 - talk about the processes involved in creating own work;
 - look at, explore and talk with some confidence about works of art, craft and design;
 - explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures;
 - begin to develop a range of skills using materials, tools and processes (drawing, painting, printmaking, textiles, malleable materials and three dimensional construction).

SUBJECT ORGANISATION

Foundation Stage: (Nursery and Reception)

Children are given a range of opportunities daily to allow them to express their thoughts and feelings. They investigate using a range of tools and materials. Both fine and gross motor skills are developed through art. They are encouraged to express opinions about each other's work. These activities, indoors and outdoors, attract the children's interest and curiosity.

Key Stage One: (Years 1 and 2)

Throughout Key Stage One the children learn about the skills of different artists. They develop their fine motor skills through cutting, drawing, painting and threading. Children use a range of materials to express thoughts and feelings in the style of different artists.

Key Stage Two: (Years 3, 4, 5, 6)

Throughout Key Stage Two children study famous artists in more detail, producing art in the same style. They build on skills previously learnt produce artwork using a range of tools and techniques. Work is recorded in sketch books.

PLANNING

The curriculum planning for art is in three phases: long, medium and short term. The long-term plan maps out the units covered in each term throughout the whole school.

The medium term plans give details of each unit of work for each term. They identify learning objectives for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a plan that covers each art lesson. These list the specific learning objectives for each lesson and detail how the lesson will be taught.

The long term plan is completed as a whole staff so that each activity builds upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Where possible the learning will be completed through a cross curricular approach ensuring that art has a link to the topic being studied.

MARKING/FEEDBACK

Children are encouraged to praise each other's work and reflect upon their own achievements.

ASSESSMENT AND TARGET SETTING

Art is assessed and recorded using target tracker.

CROSS-CURRICULAR OPPORTUNITIES

THE USE OF ICT

Personal, social, and health education and citizenship.

We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Through their understanding of personal hygiene they also learn how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

Our groupings allow children to work together and they understand how we expect them to do this. Collaborative work in art develops respect for the abilities of others and a better understanding of themselves. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important. Children are encouraged to reflect thoughts and feelings regarding religious celebrations through art.

INCLUSION

At St Christopher's Church of England Primary School we aim to provide for all children so that they achieve as highly as they can in Art according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

EQUAL OPPORTUNITIES

At St Christopher's Church of England Primary School all children are provided with equal access to the Art curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

PARENTAL INVOLVEMENT

Parents and carers are encouraged to share their own experiences and skills with the children and are invited in whenever possible.

HOMEWORK

Class teachers set homework weekly. Sometimes this may be a practical art activity.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
