



## St Barnabas CE Primary School

"Preparing for a positive future, achieved through faith."

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

"Let your light shine."

Matthew 5:16

### Art Policy

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| Policy Updated:                        | Nov 2023          |
| Date reviewed and agreed by Governors: |                   |
| Date of next review:                   | Nov 2024          |
| Headteacher:                           | Miss J Hodgkinson |
| Chair of Governors:                    | Dr C Kressel      |

## **Introduction**

Art has a significant and valuable role to play in the overall Christian vision of St.Barnabas CE primary school. The subject enables children to investigate and demonstrate the Christian values of creativity, perseverance and to live life in its fullness.

The purpose of studying art follows the purpose outlined in the National Curriculum:

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

- National Curriculum

## **Aims and objectives**

The school believes that art is a vital part of the education of all children and enables them to flourish. Whilst it may be an enjoyable activity, it is not seen as being solely therapeutic or as a hobby. It is important that art is taught as a subject in its own right. However, it can be used to enrich and extend the teaching of other subjects and to promote the distinctive Christian vision of the school.

The school’s aim is to provide an art curriculum which will enable all children to reach their full potential in learning in art and design.

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

- 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.

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.

## **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.

## **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.

Pupils should be taught:

- 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.

## **Lesson Planning**

Teachers of art will plan a range of activities in art which provide opportunities for pupils to:

- record responses, including observations;
- copy from examples to learn more about a concept or technique;
- sketch from observations of still life and forms;
- gather resources and materials, using them to stimulate and develop ideas;
- review and modify their work as it progresses;
- develop knowledge and understanding of the work of artists and designers and architects, and taught how to apply
- knowledge of their technique to their own work;
- respond to and evaluate art and craft including their own and others' work;
- realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.

## **Curriculum enhancements**

The subject is further enhanced through first hand experiences such as visits to local galleries and inspirational places. these enhancements are listed within the 5E document. Children have the opportunity to attend an after-school art club.

## **Attitudes**

Negative attitudes towards art should be challenged by the art teacher or class teacher by reminding pupils of the importance of regular practice and attention to teaching to improve their technique and in turn their confidence and view of the subject. Rewards, such as value awards and class dojo awards can be used to promote effort and positive attitudes towards art.

## **Differentiation**

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply knowledge at different rates. Differentiation is therefore a key issue and will be open ended and 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. These interventions from the teacher to individuals will increase their 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 a differentiated task.

### **Roles and responsibilities of the subject leader**

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of art teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare awards and manage the Art budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training, or arrange for teachers to attend;
- to report to the Curriculum Committee on developments in the subject

### **Equal Opportunities and Inclusion**

Art plays an important part in the vision of our school. Children are able to enjoy and achieve. It must be available to every child and all children should take part in creative activities.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children should have equal opportunities to develop their understanding and enjoyment of art.

Pupils should be taught about a diverse range of artists and craft persons.

Teachers must ensure that the curriculum is appropriate for the needs of the children.

### **Assessment, Recording and Reporting**

The teacher of art should note individual pupil's progress to provide guidance for future teaching and learning and for reporting at the end of the school year.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Each lesson is reviewed and children's attainment assessed against the lesson objective

Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by assessing their investigative and finished pieces.

### **Subject monitoring**

The art leader monitors teaching and progress in art by:

- conducting informal discussions with teachers and children
- assessing work and progress through work scrutiny
- learning walks and lesson observation

## **Resources**

Art resources should be kept and well-organised. When the resources are in the classroom pupils are expected to take an increasing level of responsibility for that organising and respecting the resources.

The class teacher is primarily responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use.

Teachers should report damage to equipment to the art leader as soon as possible. The art leader audits the resources on a regular basis.