

Lovers' Lane Primary and Nursery School



Art Policy

Date Reviewed: September 2022

Next review date: September 2023

Art Policy

Introduction

Lovers' Lane Primary is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. Within our diverse and inclusive community, we aim to nurture individuals and develop pride and mutual respect for each other and our school through our core values - Show Respect, Work together, Aspire and Nurture.

Rationale

At Lovers' Lane Primary School, we encourage our pupils to become lifelong learners. We want to give pupils an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can. We believe art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. 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.

Aims of the subject

At Lovers' Lane Primary School, we aim to offer opportunities for pupils 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 using 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

Curriculum

The art curriculum is driven through skills based learning, which is planned through the termly topics to ensure cross-curricular links where possible. A range of artists, both current and historical are focused on throughout each year group. Art is also theme or event linked following cultural, world and local events.

The Foundation Stage

In the EYFS (Early Years Foundation Stage), pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils, develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage, pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2, pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

In Key Stage 1 and 2 there are skills progression for the following areas, which are built on, through topic planning:

- Drawing
- Painting
- Printing
- Textiles
- 3D
- Collage
- Use of IT
- Knowledge – linked to artists

We plan opportunities for:

- Pupils to work individually, in pairs or in larger groups
- Preliminary investigation work using sketchbooks
- First-hand experience
- Visiting artists to work with pupils to give them the experience of working with a professional
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- Evaluation of ideas and methods
- Children to see that their work is valued, celebrated and displayed around the school and on the school gallery page of the website
- Use of sketch books to build and develop on previous learning allowing annotations to ideas, where appropriate

Equal Opportunities/Inclusion

Adaptations are made across the school will take account of the pupil's differing needs and abilities (working toward national standard, at national standard and working at greater depth within the national standard) ensuring all children have access to the curriculum at the appropriate standard. Pupils with special educational needs are supported to enable them to achieve the learning objective. (See the Special Educational Needs Policy and the Equal Opportunities Policy for details)

Role of the subject leader

Monitoring of the standards of pupil's work and of the quality of teaching in art is the responsibility of the art subject leader, the Headteacher and the class teacher.

The main aspects of the art subject leader involve:

- Providing leadership and direction in art
- Ensuring the national curriculum is implemented effectively
- Working closely with staff, offering guidance, support, leadership and arranging in-service training as appropriate
- Checking books frequently, completing termly health checks and providing whole staff or individual feedback when necessary.
- Managing, storing and updating resources, following a whole school audit
- Monitoring and evaluating the quality of teaching and learning throughout the school in art
- Monitoring pupil opinions and feedback yearly (pupil voice)
- Liaising with the governor responsible for art, other schools and the LA
- Coordinating the review and updating of the policy when necessary
- Ensuring the art Action Plan is implemented, monitored, evaluated and reviewed in line with the SIP and LA priorities

Evaluations (Assessment, attainment and progress)

Assessment is a vital tool in the teaching of art, designed to monitor pupil's progress and measure attainment. It is also used to inform future planning by staff at this school or the child's next school. Teachers are responsible for assessing and recording pupil's progress in art. Teachers assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. Teachers complete termly assessment against the key art skills. Self, peer and group assessments are used in a positive way to develop reflection and evaluation. At the end of the academic year, pupil's assessments are passed on to the next teacher and to the art Lead to identify areas for improvement. The results, together with Teacher Assessment, inform Parent Consultation evenings and the end of year reports.

Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy
- A range of resources is available which successfully supports delivering the art curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the art leader and phase leaders.

- Audits of school resources are conducted regularly by the art leader, which informs bidding for budgets allocations.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the art leader
- The art Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.