



# MARISH

## Academy Trust



Art Policy version 4.0 June 2017

## Art and Design Policy

### **Lead Staff Responsibility:**

Subject leaders in both schools

### **The Key Purpose:**

Supporting teaching and learning of Art and design

### **Introduction**

This policy has been established to address the National Curriculum for Art and Design KS1, KS2 and the Early Years Foundation stage curriculum documents.

'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 and Design policy follows whole school guidance on the curriculum and how it is managed, organized, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs, inclusion and equal opportunities.

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

### **Vision statement:**

A good Artist at Marish Academy Trust is:

- Enthusiastic about Art
- Enjoys the creativity that Art allows
- Is able to appreciate the work of other artists
- Is able to evaluate their own work and suggest ways to improve
- Is keen to develop and refine their skills
- Is able to demonstrate a range of skills, tools, media, with confidence
- Is able to apply their knowledge and understanding Art to their own work.

### **Aims**

- Foster an understanding and enjoyment of art, craft and design.
- Provide all children with a broad and balanced education:
- Encourage the use of ICT and multimedia to communicate and explore ideas
- Ensuring that every child should experience at least one visit to an art gallery during their time at Marish or Willow Primary School.
- Learn about art and the appreciation of the work of other artists and crafts people from different times and cultures.

- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Make increasingly informed and creative choices of media, tools and techniques for a given purpose for example, painting, collage, print making, digital media, textiles, sculpture.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others such as sculptors, photographers, architects, textile designers, Computer animators, Typographers.
- Deliver the National Curriculum by integrating the elements of art with the processes and practices of creative curriculum to provide a broad and balanced art teaching.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

## **TEACHING OBJECTIVES**

### **National Curriculum Subject content:**

#### 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.

### **Sketchbooks**

Sketchbooks are used in 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 although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. All year groups use a sketchbook that is similar in format

The contents of the sketchbook could include:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record a 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, Packaging, Advertisements, Posters, photographs
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

### **Teaching and Learning Strategies**

Children work in a range of groupings including whole class, small groups, pairs and individuals. Children work in ability groups where appropriate.

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 must be given the opportunity to examine exhibits, artefacts, historical buildings of interest
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focusing upon art skills.
- Special needs children need to be catered for in the planning of the program. In this subject these children have their confidence and their self-esteem raised. Develop clear links between art and design technology to provide opportunity to develop the children's I.C.T. capabilities.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned program 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.

### **Organisation**

The Art curriculum team are responsible for ensuring that both Art and DT are well planned and link to the topics being covered for each half term. This will ensure equal distribution of Art and DT and progression in the skills of pupils being developed.

### **Extra-curricular activities in Art and Design**

Marish Academy Trust is fully committed to providing quality study support experiences for all pupils aged 6 and over outside the classroom and directed teaching time, as part of our Children's University provision. Each term a varied menu of clubs, workshops and activities are offered which include art and design. The whole ability range is catered for within this extra-curricular provision from

children with Special Educational Needs to those who are more able. Since September 2010 when the Children's University was launched in Slough many children have attended in excess of 20,000 club hours with many graduating from the Children's University in graduation ceremonies held at the end of each academic year.

## **Inclusion**

### **Equal Opportunities at Marish Academy Trust**

The Art curriculum is concerned with the learning and participation of all students. Teaching is planned with this in mind and any extra support should be provided to pupils if they need it. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources. The Internet and our IWB offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their skills and understanding.

### **Disability Statement**

Marish Academy Trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled people are treated favourably in any procedures and practices. When a pupil's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum. For further details please refer to the school's Disability Equality Scheme.

### **Gender Equality**

All Staff, ensure that current and future policies and practices in this subject do not discriminate against either sex, or maintain or lead to gender inequality.

### **Special Educational Needs**

We are continually striving for an inclusive multi-sensory approach, which values and embraces the individual learning differences of the pupils within our school.

### **Assessment, resources and roles**

Teachers analyse pupil's progress against the cross curricular skills ladders at the end of each school year to complete the annual report to parents.

- There is an informal ongoing assessment by the Class Teacher to ensure continuity, progression and achievement in Art.
- A summative assessment of children's progress in Art over the year is provided in their end of year report.
- The collection of work and sketchbooks, which is carried through into the next academic year, shows children's achievement in art.
- Teachers are encouraged to record photographic evidence of pupils work on the electronic folder on the school shared network drive and in sketchbooks.

## **Resources**

Art budget is available for purchasing materials. These materials are distributed among the year group leaders for their classes. Some supplies are kept with the Art co-ordinator, and can be borrowed when required.

Budget information and resource needs are reviewed on a yearly basis.

### **Resources include: -**

- A wide range of art media, tools and materials that are either individually stored by teachers for specific activities or centrally stored by art co-ordinator.
- A wide range of visual resources are available, including boxes of natural resources (e.g. wood, shells, stone, birds nests, fur cones, sculpture, artifacts)
- We have a bank of resources to go alongside our cross-curricular History and Geography art projects and have access to borrowing artifacts for the Indian and African projects from Museums and parents.
- We use the local environment for visual stimulus and for observational drawing work, for example the school grounds (buildings, trees, plants, flowers, insects) the surrounding houses, shops, buildings (St Mary's Church) and also the area of Langley, towns buildings, canals and river Thames.
- We use visitors and visits, trips outside the local area as an opportunity to use as starting points for children's work.
- The school library has a wide range of books for both teachers and pupils to refer to and use in the classroom to support their work. The library also holds a range of teacher's books on teaching art and display ideas.

## **ICT**

Each computer in the I.C.T suite has a range of graphic software, including 'paint' Tux paint, clip art facilities, use of a scanner and a digital camera. We have full Internet access that can be used to find images for our artwork, with appropriate supervision and parental consent. I.C.T is incorporated within the art curriculum wherever relevant.

Every classroom has an Interactive White Board and will be used to model and demonstrate art programmes. It also has many other uses, such as:-Showing photographs of school trips or artifacts Scanning and showing examples of children's work.

## **The Role of the Subject Leader**

- Overseeing the Art and Design curriculum
- Monitoring and adapting the Art Curriculum Overview
- Ensuring the assessment is relevant and informative
- Making purchasing decisions
- Ensuring all staff are appropriately trained
- Observing Art lessons
- Monitoring / supporting Art planning
- Preparing policy documents
- Advising colleagues and helping to develop expertise
- Ensuring common standards and formats for recording and assessment
- Managing the budget
- Maintaining links with the art galleries, artists and other sources of expertise outside the school

- Identifying training needs

Reviewing Cycle and next date: June 2019