

Wallsend Jubilee Primary School Art Policy



Updated: November 2022

Art and Design Policy

At Wallsend Jubilee Primary School, we believe that every child should be happy and enthusiastic learners of Art and be motivated to achieve their very best in order to fulfil their talents. We aim to deliver high quality first teaching in Art, which is central to the life of our happy, caring school.

We want all of our children 'To be the best that they can be' and embrace their uniqueness.

This policy sets out the current provision for Art at Wallsend Jubilee primary school, in accordance with the National Curriculum 2014. It will set out the aims and objectives, teaching and learning style, planning, wider curriculum, SEND, resources as well as assessment and recording arrangements, monitoring and review and celebration of success at Wallsend Jubilee Primary School.

1. Aims and objectives

1.1 As stated in the National Curriculum: Art embodies some of the highest forms of human creativity. A high quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

1.2 In accordance with the revised National Curriculum 2014, at Wallsend Jubilee we aim to ensure all pupils through the effective teaching and learning through art incorporates their experiences to develop creativity, imagination, innovation and invention through a variety of media and concepts.

They will have to opportunity to:

- produce creative work, exploring their ideas and recording their experiences from first hand experiences.
- communicate what they see, feel and think through the use of colour, texture, pattern, form, materials and processes.
- become proficient in drawing, painting, sculpture and other art techniques
- evaluate and analyse creative works using the language of art, craft and design

- learn about great artists, explore ideas and meanings in addition to being able to understand the historical and cultural/ diverse development of their art forms.

1.3 Our children's art journey begins in EYFS, where we aim to embed a deep curiosity for creativity. Thus, by the end of their time in EYFS, our children will have had the opportunity to:

- talk about a range of artists/artworks and experiment with making and recreating their own versions
- develop fine and large motor skills and muscle movements through using pencils/paintbrushes/collage/clay
- express ideas and feelings through making marks- giving feelings to those and create with a purpose.
- explore colour, pattern, lines and shapes
- explore a wide range of media eg clay including natural materials
- work individually, in pairs/groups and celebrate work through displays and discussions
- see that their work is valued through displays or as pieces to take home eg calendars

1.4 Moving forward, during Key stage 1, our pupils will have the opportunity:

- 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 techniques in using colour, pattern, texture, line, shape, form and space
- to learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, including diversity of and making links to their own work
- to work individually, in pairs or groups and to celebrate their own and other's work through self and peer discussion.
- to see that their art work is valued through classroom/ school displays or as artistic pieces to take home e.g. calendars/ cards/

1.5 Finally, as they progress through the school, during Key Stage 2, pupils will 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 given the opportunity to:

- to improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists in history and how they have contributed to the wider world including diverse artists linking similarities and differences in styles and experiences.

- work collaboratively in large or small groups, independently where they can build upon their communication, resilience and expressivity in preparation for secondary school.

2 Teaching and learning style

2.1 At Wallsend Jubilee we use a variety of teaching and learning styles in art lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art. We ensure that the act of investigating and creating something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. Teachers will focus on key vocabulary through the use of widgets and displayed vocabulary to enable children to communicate effectively. They encourage children to self evaluate as well as peer assess, say what they think and feel with justifications for those. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including computer technology where appropriate.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- through the use of widget vocabulary visual aids, learning and re-learning of key vocabulary to ensure all pupils can access the discussions
- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- at times grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults and/or resources to support the work of individual children or small groups.

3 Art curriculum planning

3.1 Art is a foundation subject in the National Curriculum. At Wallsend Jubilee Primary School we use the National Curriculum 2014 skills as the basis for our curriculum planning in art ensuring coverage of all the key areas within art.

3.2 We carry out the curriculum planning in art in three phases: long-term, medium-term and short-term. Our long-term plan links with the themes covered in each term during the key stage.

3.3 Our medium-term plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

3.4 Class teachers complete plans for each unit of work, linked to thematic studies, focusing upon key vocabulary, engaging all abilities including SEND children with specific learning objectives and outcomes for each lesson.

3.5 We plan the activities in art so that they build upon the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

3.6 Our children's art journey begins in EYFS with a clear purpose to embed every child with a desire to be creative. Their activities are primarily within their Expressive Arts and Design long term plan which is then broken down into half termly plans linked closely to other goals of learning e.g. understanding of the world. Their range of experiences encourages children to make connections between one area of learning to another and so extends their understanding. There is a rich environment in which staff and pupils encourage and value creativity. Children experience a range of activities that they respond to, using various senses. They are given the opportunity to work independently or alongside other children and adults. Activities are planned to be imaginative and creative. Children's work is celebrated through displays and shared with families.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Computing

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists from around the world.

5.4 Personal, social and health education (PSHE).

Art contributes to the teaching of some elements of personal, social and health education. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists via virtual activities/visitors and other talented adults whilst undertaking their work.

5.5 Spiritual, moral, social and cultural development

The teaching of art offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists.

6 Teaching art and design to children with special educational needs (SEND)

6.1 At our school we teach art to all children, whatever their ability. Art and design forms part of the school curriculum policy, to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's needs. We use visual vocabulary aids to enhance our provision through learning/ relearning of key vocabulary.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. There are opportunities through lunchtime clubs for children to access art and build upon their learning/ abilities.

6.3 We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 We assess the children's work in art through pre and post assessments/ quizzes focusing on key concepts/ vocabulary in addition to observing them working during lessons. Teachers may note the progress made by children against the learning objectives for their lessons, and where appropriate are noted on the assessment proforma. The teacher makes a termly assessment of progress for each child, and annually as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

7.2 Evidence for Art will be gathered in a variety of ways, and will be monitored by the Art curriculum leaders. Evidence is recorded in art books in the form of children's work and photographic evidence on seesaw to evidence learning/ progression. Whole school evidence is celebrated on the Art display board focusing on the different strands of art for example; drawing, painting, collage and sculpture. Parents are invited to collaborate with school through their child's interests/ experiences and achievements outside of school- these will also be celebrated on our Art Display Area.

7.3 Pupil and staff voice are regularly undertaken to listen to feedback so that the coordinators can continually assess and adapt the experiences accordingly to ensure the pupils are receiving a good artistic experience.

8 Resources

8.1 We have a wide range of resources to support the teaching of art and design across the school. Staff are encouraged to plan effectively to use resources as necessarily and be creative in their application of lessons e.g. using recyclable resources. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design cupboard. Resources are kept organised by the curriculum leaders and a resource audit is carried out to ensure that resources are kept up to date and available to support teaching and learning. Staff are invited to collaborate with ideas for activities alongside any resources they may need.

9 Monitoring and review

9.1 The monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of curriculum leaders and the head teacher. The curriculum coordinator also involved in the monitoring process. The work of the coordinator also involves supporting colleagues in the teaching and planning of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This could include an Art Week/Day during the summer term to highlight and celebrate art from EYFS to Y6 as well as focus upon specific skills/ techniques.

10 Celebration of Success

10. 1 At Wallsend Jubilee we feel it is important that children's success in Art is acknowledged and celebrated appropriately. This will be done through displays in classrooms and

around school linked to other subjects/ curriculum days e.g. Families Day (PSHE) The subject coordinators monitor Art displays within school and monitor work on seesaw to evidence the breath of activities.

11. Health and Safety

11.1 Staff should ensure that all children are aware of health and safety guidelines regarding the use of art equipment, tools and materials. Staff must ensure they have modelled the safe and correct usage of all tools and equipment prior to the children's use and taken into account allergies/ medical needs.

Policy Agreed by Staff and Governors:

Review Date: November 2023