



**Heaton St. Barnabas' CE (VA) Primary School**

## **Policy For**

# **Art**

**This policy was approved by Curriculum Committee**

**Signed .....**

**On: 26<sup>th</sup> November 2019**

## **Art Policy for Heaton St Barnabas' C of E Primary School**

### **Rationale**

A high-quality art and design education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress through school, they should have opportunities to think critically and develop a deeper understanding of art and design. In addition, children should be taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Art Policy**

- At Heaton St Barnabas we are committed to providing a broad and balanced curriculum, within which, art, design and craft play a pivotal role.
- We believe that children's experiences with, and exploration of, a large variety of materials and media, alongside a wealth of opportunities for the expression of thoughts, feelings and ideas are essential for every child's development.
- Due to our new Forest School status, to encourage art to be carried out outdoors, using natural materials and exploring possibilities and opportunities for extending current artwork to encompass new artistic directions.
- A new 'whole school' art project was introduced in 2018, which has become a valuable tool in promoting the arts to the children, and igniting their creativity and wonder. Each year there will be at least 2 whole school art projects, to which the whole school will contribute: one at Christmas and one at Easter.

### **Aims**

To ensure that all children:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture, printmaking and other art, design and craft techniques.
- Encourage children to develop visual literacy by drawing and painting from close observation.
- Evaluate and analyse creative works using art, design and craft language.
- Know about great artists, designers and craft makers, and begin to understand the historical and cultural development of their art forms.

### **Subject Content**

By the end of each key stage, children are expected to know, apply and understand the relevant materials, skills and processes to enable them to:

#### **EYFS/Key Stage 1**

- Use a range of materials creatively to design and make products.

- Use drawing, painting, printmaking and sculpture to develop their ideas, experiences and imagination.
- Develop a wide range of art and design techniques – using colour, pattern, texture, line, form and space.
- Begin to talk about a range of artists, designers and craft makers with understanding, describing the differences and similarities between different practises and disciplines, and linking them to their own work.

## **Key Stage 2**

- Record their observations and use them to review and revisit ideas.
- Build on their creativity, experimentation and awareness through their mastery of art and design techniques including drawing, painting, printmaking and sculpture, with an increasingly complex range of supplied and found materials (for example, pencil, charcoal, paint, different papers, clay, mod roc, crayon, found objects).
- Have an understanding of great artists, architects, printmakers and designers throughout different periods of history.

## **Planning**

Art is planned to ensure coverage as outlined above and linked through our creative curriculum to tie in with specific topics from EYFS to year 6.

Children are expected to progress their art skills, and a separate document for Heaton St Barnabas' progression of skills in art and design details the expectations for each year group in detail.

All teaching staff are responsible for ensuring full coverage of our art policy aims within their specific year group, with the exception of Foundation Stage skills, which are planned through the objectives within the EYFS framework. Cornerstones units are sometimes used to support planning of specific art skills.

Planning of art and design consists of:

- Long term planning – whole school
- Medium term planning – in year groups taught through topic themes
- Short term – individual plans drawn up by the class teacher

## **Organisation of Materials**

A basic range of materials are held in each classroom/year group:

- Paints, brushes, water pots, pallets, mixing trays.
- A supply of white/coloured paper and card.
- Glue sticks, PVA glue and spreaders, scissors.
- Ink/paint rollers and trays, art pastels, watercolour colouring crayons and charcoal/drawing pencils.

In addition to this, there is a wide variety of art materials located in the art cupboard, along with DT materials and needles, thread and material for craft lessons. Any additional materials required for specific projects are ordered on an individual basis.

### **Health and Safety when doing Art and Design**

When planning and delivering art lessons teachers must ensure that:

- Children are given, and follow careful instruction on the operation of equipment.
- Children are taught to identify potential risks and behave in an appropriate manner when using materials.
- Children are taught to respect school equipment and handle and put away art materials carefully.

### **ICT and Art**

Art and design has close links to ICT and there are increasing opportunities to plan, develop and present visual work through computer technology. Children will be taught to communicate visually using ICT for projects such as: posters, diagrams, plans, graphs, newsletters, comic strips, animation, storytelling, exploration of colour, texture and pattern and the development of multimedia presentations.

### **Roles and Responsibilities**

#### **Responsibilities of the Art Co-ordinator**

- To keep up-to-date with developments in the subject.
- To assess provision of art across the school, including monitoring of planning and evidence of coverage.
- Revise long and medium term plans for the subject.
- Prepare an action plan for the continuous improvement of provision for the subject.
- Liaise with class teachers to ensure that resources are appropriate and adequate to deliver the subject.
- Assist the CPD co-ordinator in identifying future training.

#### **Responsibilities of the Class Teacher**

As in all other areas of the curriculum, assessment is an integral part of the teaching process in art and design. Progress against key objectives is formally tracked using internal spreadsheets each half term. In addition, formative assessment is used during lessons in order to determine individual children's next steps, and verbal feedback given at every opportunity.

Children's progress in Art and Design is reported to parents through the annual report and termly consultation meetings.

