The Ivory Federation

Propps Hall Junior, Infant and Nursery School Springhead Infant and Nursery School Rushcroft Primary School

ART POLICY

RATIONALE

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. Good teaching in art lights the fires of interest in children, promoting a commitment to learn and developing a deeper level of understanding as children learn to question and discuss issues that may affect their own lives.

It is essential we provide every child with opportunity to be inspired by the arts and achieve success through them. Art offers children many benefits and transferrable life skills such as self-expression, increased visual thinking and observation skills, as well as developing problem solving and analytical skills. Art encourages a sense of autonomy that isn't always accessible through other subjects. These benefits come both from practising art and from learning about it.
The 2014 National Curriculum for art and design aims to ensure that all children:

- 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.

We understand that it is important for lessons to have a progressive skills-based focus, and that the knowledge can be taught through this. Children should be encouraged to make links between their art practise and that of a wide variety of artists, designers and crafts people. It should provide all learners with opportunities to explore a range of materials, techniques, skills and processes which deepen and build up through the year groups.

PURPOSE

- To engage, inspire and challenge pupils.
- To equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- To give pupils an opportunity to express ideas and feelings through creativity.
- To use modelling as an essential part of developing art based skills to assist in providing a bridge from children's current skills base as they further develop their level of competence.
- To use practical learning and exploration purposefully and as part of a learning sequence in art.
- To teach new artistic vocabulary and assist children in becoming competent in using the language of art.
- To allow children to engage with a variety of art forms, to explore values, attitudes, feelings and meanings.
- To encourage pupils to consider how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To nurture artistic talent and develop children's transferable life skills that arise from successful art education.

The National Curriculum states that:

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 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

BROAD GUIDELINES

CURRICULM ORGANISATION

Children are taught through a thematic curriculum, with the teaching and learning of art being based on exploration, knowledge and application. The theme is changed each half term to ensure children are exposed to many different topics throughout their time at our school.

The long term curriculum plan details the overarching topic each half term and the curriculum subjects being taught within it, this also includes subject specific detail.

The medium term plans provide teachers with the specific units of learning and desirable learning outcomes for each subjects. The learning intentions and outcomes directly link to the overarching theme and ensure good curriculum coverage and knowledge acquisition. Links to other areas of the curriculum that enhance the children's understanding of art are identified and incorporated into each document. Each topic is taught as a block of learning each half term.

The specific progression of art skills throughout the topics, and indeed through the school years as a whole are set out in an 'Art Mapping and Progression Document'. In order for children to receive a high quality art education it is essential teachers build on previous teaching and learning to develop skills as the child moves through their time at school.

The acquisition of key vocabulary is planned and mapped out for each year group and each block of learning. The vocabulary is specific to the new skill being taught and is progressive as the children move through the year groups and through the art curriculum. (Appendix 3)

The thematic curriculum also extends to the Early Years Foundation Stage and the children are taught art through the 'Expressive Art and Design' specific area. The Characteristics of Effective Learning are the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – these ideas are particularly relevant within early art education as they underpin learning and development and support the child to remain an effective and motivated learner in art.

STRUCTURE OF LESSSONS

Art should be taught through first-hand experience. Teachers should use a variety of approaches that are matched to the activity and the ability of the children. Effective teacher modelling should demonstrate new skills and techniques to their pupils. Children should be then given the chance to explore and experiment with the new skill being taught, allowing space for self-expression.
Teachers will use a variety practical activities purposefully and ensure they are part of a learning sequence. It is important that teachers are clear about the skills or knowledge they are trying to develop in the children with each practical activity. All learning should be labelled with a date and learning objective relating to the skill being taught.

All art topics should make reference to relevant artists, be this of a similar or contrasting nature. Children should be given the opportunity for preliminary investigation work to unpick the methods, processes, ideas and artistic intentions involved within the artist's work. This will allow children to understand how their own art creations fit in with the wider art community. Sketchbooks are used from Year 1 through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work.

It is good practise to encourage children to work independently and in teams, to share arts experiences and present artworks to others**.** Children should see that their art learning is valued, celebrated and displayed around the school.

The planned lessons must encourage the children's development of personal and social skills, be fully inclusive of all children- including SEN and those with high art attainment and give equal access for all pupils to access learning.

Throughout a unit of learning all teachers will ensure that children will have the opportunity to: (See appendix 1)

1. **Explore and ask questions about art from artists in the wider art community.**
2. **Express own opinions, feelings and beliefs when discussing art as part of a culture rich environment.**
3. **Build on existing skills bases and ideas (prior learning).**
4. **Explore techniques and develop skills through observation, practical application and practise.**
5. **Evaluate learning and communicate ideas about art.**



Teachers will carefully select the key vocabulary to teach and focus on the most-tricky words. They will use this language throughout their teaching and encourage its use by the pupils when discussing both their learning and art work from the wider community.

Additionally, teachers will encourage children to see themselves as artists and use the working artistically 'I am an artist because…' statements. (See appendix 2 for statements specific year group terminology)

Progression over time and in lessons is to be recognised as an essential part of our art offer and it is the teacher's responsibility to ensure that learning is progressive, where prior knowledge and skills competency is recognised as a foundation to build upon. All children should complete at least one final piece per half term, supported by practical art exploration each lesson in the run up. This can be in the form of exploratory pieces or smaller 'finished' pieces that consolidate a progression of skills and techniques. Final pieces produced should be based on the current topic but have a focus on developing the children's art skills.

Art attainment and progress is assessed through both formative and summative assessment processes using a wide range of sources such as sketchbooks and pupil voice. Verbal feedback supported by teacher modelling, when given in a timely manner is most effective in art teaching, allowing children to reflect upon skills application and techniques and adjust and adapt appropriately as they are learning.

<u>USE OF RESOURCES</u>

There are a wide range of art resources and materials available to school which will mainly be stored in individual classrooms. There are some communal resources available for all to use and these will be maintained and monitored by the art lead. Resources are the collective responsibility for the whole school and children are encouraged to treat resources carefully and safely.

Children are expected to, where appropriate, choose their own art equipment and set up such equipment for practical art lessons, and clean up at the end of a lesson themselves. This should be done under adult supervision with health and safety requirements in mind. By doing so, they:

- *make sensible choices about which equipment to use;*
- *treat the equipment with care;*
- *use the equipment with their own, and others safety in mind;*
- *become independent learners.*

The school grounds and surrounding areas offer a great resource for staff and pupils.

ROLE OF THE SUBJECT LEADER

A good art leader ensures that all pupils can develop their understanding of the big ideas of art, and learn the skills needed to work like an artist, because their teachers are confident practitioners who deliver a practical, engaging curriculum with access to appropriate resources.

They plan improvement that:

- builds their school's art curriculum, raises standards for children and leads colleagues to teach art better.

Art leaders:

- keep up to date with broad developments in art and art education, and consider how to share these with colleagues and pupils where appropriate;
- are aware of, and take responsibility for, developments that affect school art policy, including health and safety;
- are aware of, and take responsibility for, addressing gender stereotyping in art lessons and enrichment activities;
- implement a whole-school vision for art, and advise and support colleagues on the pedagogy and appropriate resources to achieve it;
- ensure that they access continuing professional development (CPD) for leadership of art, and that colleagues access CPD to address their requirements too;
- monitor provision of art and pupil's progress, and contribute to the strategic development of learning in school.

CONCLUSION

The successful implementation of this policy will assist in ensuring our children are exposed to a quality art curriculum that strives to ignite and enthuse them for life-long learning. Art provides children with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about a wide spectrum of different types of art in our society. Teachers will have the structure in which to teach the core content of the National Curriculum and Early Years Foundation Stage which will allow them to ensure children have the artistic skills needed to become confident art practitioners in the future.

Policy revised 2021

Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.

—

Darren Henley
Chief Executive
Arts Council England



Appendix 1

Ideas to support art teaching through the unit of learning

1. Explore and ask questions about art from artists in the wider art community.

Images to stimulate thought
Learning outside the classroom e.g. Art trips
Examine original artwork from local artists
Subject specific vocabulary
Mind mapping
Communication and discussion
Hot seating
Video clips
Virtual gallery tours
Multi-sensory 'wow' moments
Compare and contrast



2. Express own opinions, feelings and beliefs when discussing art as part of a culture rich environment.

Debate
Brainstorm
Creating and giving presentations
Exploring different cultures through images, reading and discussion
Video 'blog'
Circle time



3. **Build on existing skills bases and ideas (prior learning)**

Photo/example/objects from previous learning task
Recap of prior knowledge
Looking back and reviewing sketchbook
Communication and discussion



4. Explore techniques and develop skills through observation, practical application and practise.

Drawing, painting, sculpture, print, textiles, technology
Sketchbook exploration
'Finished' pieces
Working on a large scale
Outdoor art
Working collaboratively or independently
Experiment with resources
Trial and error



5. Evaluate learning and communicate ideas about art.

Constructive feedback
Peer to peer coaching
Creating art galleries



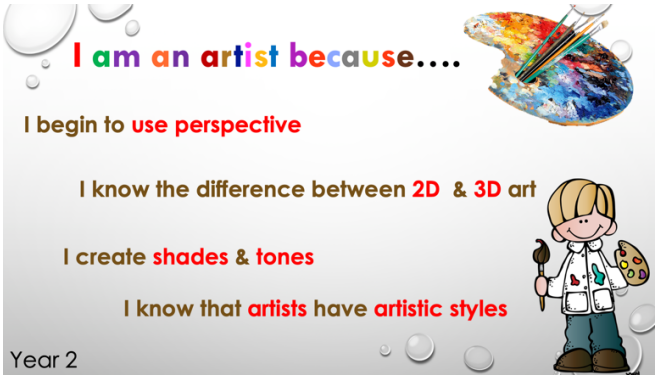
Appendix 2

I am an artist because…

















Key vocabulary mats

NURSERY ART VOCABULARY



PRINTING (PREHISTORIC CREATURES)
material pattern repeating
spotted stripe print

PAINTING & DRAWING (OURSELVES)
colour paint shape
paintbrush mark

STRUCTURES
material strong structure

WEAVING
weave in out
through over
under
in-between

PAINTING & DRAWING (COUNTRIES)
observe draw
select chalk
crayon felt-tip

DRAWING (NIGHT & DAY)
line thick thin short
long wavy straight
curved figure

RECEPTION ART VOCABULARY



PAINTING & DRAWING
dark light
media mix
portrait skin tone
control feature

PRINTING
roll
press
stamp
rub
ink
oil

PAINTING & FABRIC DYE
technique pastels
fabric material
tie-dye spiral crumple

DRAWING (FANTASY)
space
feature
tools
position
detail

STRUCTURES
construct
structure
habitat
diagram
design
improve
recycled materials



PAINTING & DRAWING
tint shade illustrate
sketch grade symmetrical
proportion position rounded

PRINTING
block etch ink brayer
transfer crisscross simple
complex tile

STRUCTURE
free-standing foundation
frame stability construct
component adapt

YEAR 1 ART VOCABULARY

SCULPTURE
sculpture natural material
season scale create purpose

COLLAGE (DIGITAL)
image digital collage
layer assemblage space
tearing texture



PAINTING
tone perspective
characteristic core colours
foreground background
primary secondary

SCULPTURE
sculpture
clay
function
aesthetic
scoring
pitting
pinching
hollowing
slip pot

STRUCTURE
shelter
suitability
recycled
material
assemble
evaluate
technique
justify

YEAR 2 ART VOCABULARY

TEXTILES
textile
stitch
needle
thread
embroider
join
applique
cotton
running stitch



YEAR 3 ART VOCABULARY

MIXED MEDIA COLLAGE
style
form
observation
photography
tactile
visual

PAINTING
silhouette
outline
water colour
block colour
base colour
linear form
concentric form
effect

TEXTILES
tartan fabric masking tape
template edge design
pattern

DRAWING
oil pastel pressure blend
experiment papyrus
positioning

MIXED MEDIA MOSAICS
mosaic
design
refine
arrange
fix
grout

YEAR 4 ART VOCABULARY

SCULPTURE
cross-sectional
prototype
wire
coil
stiffen
reinforce
complex

PAINTING
contrast focus proportion
scale
main subject



WEAVING
weave loom warp
weft tension fibre
pattern design



CHARCOAL & PASTEL
hardness blackness
grade scale 3 dimensional
pressure stippling tonal
cross-hatching

PRINTING
design polymer brayer
layer over print
string design

STRUCTURES
single-storey
compartmentalised
floor plan joint layout
interior section
triangular axel support
strengthen

YEAR 5 ART VOCABULARY

PAINTING
body form
pose outline
metallic
non-metallic
fineline
technique

DRAWING & PAINTING (1)
stimulus physical movement intention interpret

DRAWING
visual curved straight line of action
stable segment solid segment
supple tense

POTTERY
smoothing
pulling
stiffening
moulding
manipulate
hollow
indent



YEAR 6 ART VOCABULARY

DRAWING & PAINTING (2)
slope horizon landscape
combine jagged peak
ridge overlap distance