



# NORTH EALING PRIMARY SCHOOL

## ART POLICY

SUMMER 2013

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Staff: May 2013

Governors: May 2013

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## **DOCUMENTS TO WHICH REFERENCE WAS MADE:**

- National Curriculum QCA Art Schemes of Work 2000
- School's Original Art Policy 2004
- National Curriculum 2000
- Every Child Matters 2003
- Revised Early Years Foundation Stage Statutory Framework 2012

## **STATEMENT OF INTENT:**

"Art and Design is not just a subject to learn, but an activity that you can practise:with your hands, your eyes, your whole personality." Quentin Blake.

"Art develops spiritual values and contributes a wider understanding to theexperience of life, which helps to build a balanced personality." Bridget Riley, painter.

"Since every child is born with the power to create that power should be releasedearly and developed wisely. It may become the key to joy and wisdom and possibly

self realisation. Whether the child becomes an artist is immaterial". Florence Case.

## **RATIONALE:**

At North Ealing School, Art enables pupils to:

- Explore and develop ideas
- Investigate and create individual and group pieces of art
- Evaluate and improve work

## **AIMS:**

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the children.

- To foster an understanding and enjoyment of art, craft and design.
- To stimulate children's creativity and imagination by providing visual, tactile and

sensory experiences.

-To visually express their understanding and response to the world around them.

-To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.

-To develop the children's knowledge of tools by allowing them to experiment under teacher supervision and to encourage them to use tools sensibly and safely within their art work.

-To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.

-To develop an understanding of the work of artists, crafts people and designers from their own and other cultural heritages and apply this knowledge to their own work. To place them within a wider social and historical context.

-To help them learn about the functions of art, craft and design in their own lives and in different times and cultures.

-To help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

-To develop cross-curricular links wherever possible.

### **INCLUSION:**

-The study of art presents an opportunity to develop teaching and learning strategies related to the school's policy of equality for all, regardless of race, gender, culture, creed, class, ability or disability.

-All teachers should be aware of the individual and differing needs of pupils, including those with physical, emotional and learning difficulties, as well as those pupils identified as (or being monitored as) able and talented.

-Teachers should ensure that pupils are presented with work of artists, craft workers and designers of both sexes as well as work from a variety of ethnic backgrounds.

### **EVERY CHILD MATTERS (ECM):**

Educating children, and ensuring that they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do within North Ealing Primary School. The Art Curriculum is able to contribute towards the 5 outcomes of ECM in

the following ways.

**Be Healthy** – Art is a subject that can be enjoyed and appreciated by all.

Children learn to be confident and secure in their learning, irrespective of what level is achieved.

**Be Safe** – Through Art children are taught the knowledge, skills and understanding of using tools and materials with which they must take care, both in use and storage. Children are taught to use appropriate items of protective clothing and develop safe and tidy work practices. Pupils will be taught in small group/whole class situations under teacher guidance.

**Enjoy and Achieve**– pupils develop skills and techniques which enable them to see an improvement in their work. Pupils see their work displayed throughout the school and in classrooms which is a visual representation of their success. Children have the opportunity to participate in Art Club.

**Make a Positive Contribution**– Through collaborative tasks, pupils share ideas and outcomes promoting decision-making skills and an ability to work with others. As children evaluate their own and other pupils' work, they learn to say what they think and feel about it, enabling them to develop ideas.

**Achieve Economic Well-Being**– Through researching artists and craftspeople of the past and present, pupils 'learn about the diverse roles and functions of art, craft and design in contemporary life.' (National Curriculum, 2000)

## **TEACHING AND LEARNING**

The school will ensure that:

### **KS1/KS2**

- in both key stages the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and ICT are developed.
- pupils will develop their creative ideas in both expressive and craft design contexts.
- pupils work will be informed by visual investigation from direct observation and other resource materials.
- planning ensures that pupils extend their skills, knowledge and understanding of processes, materials and the visual elements within their work;
- the study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures, (both western and non western) will be an integral part of practical art and design activities.
- pupils have the opportunity to use Artefacts
- pupils receive firsthand experience through visits
- pupils take part in class, group and individual work
- pupils are given the opportunity to work with specialists in arts and crafts

### **EYFS**

-The Statutory Framework for the Early Years Foundation Stage 2012 provides guidance for achieving the Early Learning Goals in Expressive Arts and Design; Exploring and using media and materials and Being Imaginative.

-Children will safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

-Opportunities will be given for children to represent their own ideas, thoughts and feelings through art, using what they have learnt in their own unique way.

### **IMPLEMENTATION AND ORGANISATION:**

-The KS1/KS2 QCA Schemes of Work are currently implemented in all year groups alongside artwork produced in connection with other themes throughout the year. The LCP schemes of work provide guidance and ideas for implementing each unit. These have been split into year groups.

-Art should be embedded in other subjects as well as taught discreetly e.g. pattern in maths, colour mixing in science. At North Ealing cross-curricular opportunities are given throughout the year.

-The EYFS Statutory Framework provides guidance and ideas for ways to achieve the Early Learning Goals of Exploring and using media and materials and Being Imaginative.

-Short term planning is organised by the class teacher in line with the scheme of work for art as set out by the QCA and the EYFS Curriculum 2012.

-Art is taught primarily as a whole class or small group activity.

-Opportunities should be given, within a lesson, to enable the children to present and evaluate their own work and that of others.

-Class teachers should identify own resource needs and inform the co-ordinator of the requirements.

### **RESOURCES:**

-Resources are stored centrally and each year group has standard class-based stock, comprising pastels, charcoal, paints, brushes, scissors, basic tools.

-A comprehensive art picture stock, art books and labelled large items such as wool, fabric, junk material etc., are stored in the resources room.

-Specialist art materials such as acrylic, oil and watercolour paints, printing equipment, clay etc., are available on request from Art Coordinator.

-Support, advice and training are available on request from the Art Coordinator.

### **ASSESSMENT AND RECORDING:**

Each unit of work will assess the progress of children against the following success criteria:-

- how they gain in confidence;
- how they extend their repertoire of technical skills;
- how they develop and extend their research skills;
- how they pursue ideas of increasing intellectual challenge;
- how they respond to and use with increasing sensitivity, the formal elements of art such as shape, tone, colour, line texture etc.;
- how they add to their knowledge of art and artists;
- how they use materials with increasing imagination and sensitivity;
- how they work with increasing independence See Appendix 1

### **Progression**

Progress in Art is recorded in the individual child's portfolio and sketchbook. Samples of work are gathered during the year and stored in Central Resources. School assessment procedures are followed.

Progression will be achieved by:

- increasing the range of experience, materials and processes, building upon
- previous knowledge and understanding;
- increasing the level of challenge and expectation of achievement;

continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions;

-encouraging deeper contemplation and reflection of their own work and that of others;

-increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

### **CELEBRATION OF SUCCESS AND DISPLAY**

It is important that children's success in Art is acknowledged and celebrated

appropriately. This will be done predominantly through display in classrooms, around the school and in the main hall. Displays should be relevant to children's learning, either within the QCA or the world around us. The use of art work in assemblies shows recognition of the children's work and highlights the progression of skills and techniques that are used. Pupils are eager to take part in art competitions and show enthusiasm for Art Club. Whole school projects, for example Take One Picture, are approached with interest and gusto by staff and pupils alike.

### **HEALTH & SAFETY:**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use.

### **SEE ALSO POLICIES ON:**

- SEN
- Foundation Stage
- Equal Opportunities
- Able & Talented
- Assessment
- Teaching & Learning
- Health & Safety