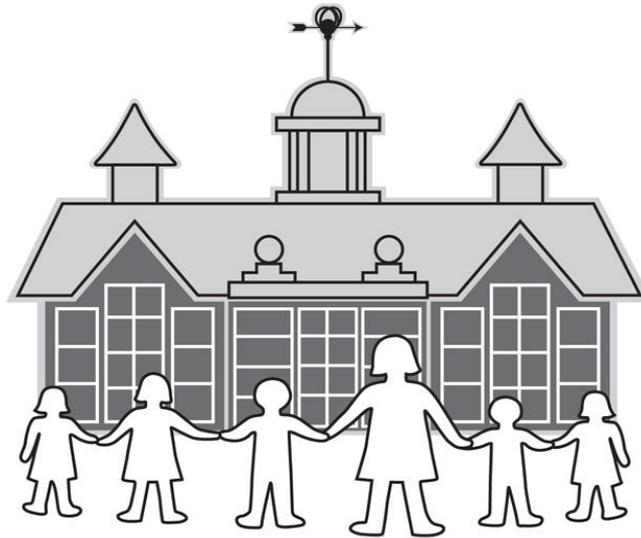


North Ealing Primary School



Arts Policy

Committee with oversight for this policy – Curriculum	
Policy to be approved by the Headteacher	Autumn 2017
Policy last reviewed by the Curriculum Committee	N/A
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	Summer 2021

DOCUMENTS TO WHICH REFERENCE WAS MADE:

- National Curriculum Art and Design 2014
- School's Original Art Policy 2013
- Revised Early Years Foundation Stage Statutory Framework 2014

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 the experience 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 released early 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 make learning relevant to their everyday life and further develop their understanding of different cultures around the world.
 - 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.

TEACHING AND LEARNING

The school will ensure that:

	Year groups	Topic	
Y1 – 6 visits to Art Galleries & Design Museums to support the curriculum	1	<ul style="list-style-type: none"> • Self-portrait – variety of techniques/colour/texture • Investigating materials – using/experiencing a range of materials • What is Sculpture? - Sculpture 	
	2	<ul style="list-style-type: none"> • Picture This – look at a range of artist and designers • Mather Nature – pattern/texture/drawing/painting/printing • Can buildings Speak? – rubbing/printing/drawing 	
	3	<ul style="list-style-type: none"> • Portraying Relationships – <u>ICT</u>compose and make a family photo • Investigating pattern – improving mastery of art/craft/design/printing/designing/evaluating • Can we change places? – architecture/sculpture, design and create sculpture 	<p style="text-align: center;"><u>KS2</u></p> <p style="text-align: center;">Sketch books are required to revisit ideas</p> <ul style="list-style-type: none"> • Children are given the opportunity to develop Art, Craft and Design skills that they have begun to develop in KS1.
	4	<ul style="list-style-type: none"> • Viewpoints – architecture/photographics/film – Hockney • Take a Seat – specific artists e.g. Van Gogh (history) • Journeys – aboriginal art/photos 	
	5	<ul style="list-style-type: none"> • Objects and meanings – still life, observation, research still life artists, 3D construction & sculpture • Containers – 3D shapes, make pots using clay, sketch with pastels • Talking Textiles – design/create stories in pictures. <u>History</u>Bayeaux tapestry/Egyptians 	
	6	<ul style="list-style-type: none"> • People in Action – Matisse style – discuss & 	

		record movement, expressive portraits <ul style="list-style-type: none"> • What a Performance – carnival/designing and experimenting, make a headdress, mask ,costume – evaluate • A sense of place – sketch, paint, relief (work with clay) 	
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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 2014 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 National Curriculum (2014) is currently implemented in all year groups alongside artwork produced in connection with other themes throughout the year.
- 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 National Curriculum and the EYFS Curriculum 2014.
- 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.
- Planning and organisation of resources should promote confidence using a variety of resources and cross-curricular learning.

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 grow in self-confidence and further develop subject knowledge
- 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 movements and artists;
- how they use materials with increasing imagination and sensitivity;
- how they work with increasing independence
- how they give and receive constructive feedback about their work and their peers and know next steps to develop their work.

Progression

Progress in Art is recorded in the individual's sketchbook, which follows the child as they progress through the school. 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 expectation of achievement and level of challenge
- independence selecting materials, planning, creating and assessing their work appropriately
- 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 NC14 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, such as Arts week, 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
- EYFS
- Equal Opportunities
- Able & Talented
- Assessment
- Teaching & Learning
- Health & Safety

October 2017