



# Packmoor

## Ormiston Academy

### Art Policy

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## Art Policy

### Policy Statement

“Art, craft and design embody some of the highest forms of human creativity.” The Primary National Curriculum.

At Packmoor Ormiston Academy, we believe that our art curriculum should be free of failure and should foster the conditions for creativity, imagination and personal experience. We want our pupils to experience a curriculum which not only stimulates creativity and imagination, but allows pupils to respond to the world around them in their own unique way. We believe that it is important for children to learn about the diverse roles and functions of art and crafts in contemporary life, and in different times and cultures.

### Aims

- Produce creative work, exploring their ideas, expressing their imagination and recording their experiences.
- Become proficient in drawing, painting, sculpture, textiles, collage and print.
- 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.
- Have the opportunity to celebrate individual's outstanding works in art during exhibitions and assemblies.

### Learning and Teaching

All children will be taught the skills and knowledge as outlined in the National Curriculum document, in a balanced programme of art activities, which build on previous work achievements.

#### In Key Stage 1:

- Children learn basic artistic skills - drawing, painting, print making, sculpture, collage and textiles.
- Children learn how to use and manipulate a range of materials including pastels, wax, chalk, paint, fabric, clay, card, etc. As we teach these skills, children will also be taught to use tools safely and to organise and care for materials and equipment. Thus creating greater independent skills.
- Develop the child's visual perception, visual literacy, and to extend their knowledge of the visual elements – line, tone, texture, colour, shape, form, pattern and space.

- Learn 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 in their own work.

In Key Stage 2:

- At Key Stage 2, children develop and extend their creative and practical skills through making art, craft and design for a range of different purposes. They explore the world around them, their own experiences and the world of the imagination as sources of ideas. They investigate differences in visual ideas and approaches in the work of artists, craftspeople and designers, making connections with their own work.
- We will provide a mixture of practical work and theory. The theory will be based on techniques and understanding the work of artists and craftspeople. Children have the opportunity to study the works of established artists and to discuss the techniques, skills and meanings that are represented in that work.
- Children will have the chance to work individually and collaboratively, so they are able to value different ideas and contributions and develop respect for the ideas and opinions of others.
- Children will be given opportunities to look closely at pictures, photographs, artefacts, objects (including their own work) and talk about them with others. The selection should include work from the local area, the past, present and different cultures. They will be encouraged to plan and revise their work, questioning, comparing and explaining ideas.
- Children will look closely at the natural and man-made world and record what they see.
- Children learn about great artists, architects and designers in history.

To develop the children's understanding of the role of the arts in society, including as a career, at Packmoor Ormiston Academy we will:

- Offer the children the opportunity to work alongside professional artists and arts organisations.
- Have regular Art Exhibitions.
- Children will study multiple Artists per year and practise techniques linked to these artists, creating work which is inspired by what they have learnt.
- Have an 'Art Week', where children will study an artist, their techniques and try out these techniques.
- Develop links and work alongside parents, carers, governors, other schools and the community to draw on experience in arts.
- Develop the children's interest in art as a hobby.

### Planning

There are six areas of art and design which are covered each year, these are – drawing, painting, sculpture, print, textiles and collage. Curriculum planning is in 3 phases (long-term, medium-term and short-term). Packmoor Ormiston Academy

adopts a thematic approach to teaching and learning and therefore the delivery of art is linked to a variety of topics throughout the year. This approach enables children to make cross curricular links at every possible opportunity. Teachers in KS1 and KS2 use the Chris Quigley Essentials Milestones to plan and set appropriate art learning objectives. In the Foundation Stage children follow the Development Statements to develop their Expressive Arts and Design. Foundation Stage planning also adopts the topical and cross curricular links.

### Recording in Art

The Art skills are mainly recorded in two different places. These being within topic books when it directly links with other parts of the curriculum in the half termly topics, and within stand-alone Art books/Sketchbooks when the time is allocated/available to explore as wide an Art curriculum as possible i.e. during assessment weeks.

They can be recorded in a variety of ways:

- observational drawing/painting
- practising/recording techniques
- working drawings
- collection of visual materials that may act as stimuli
- Photographs of sculptures/textiles/finished pieces and Topic book covers
- Revisiting and remastering works to show progression

### Inclusion/SEN

At Packmoor Ormiston Academy, all children have access to the art curriculum and we value the contribution of each child, their work, opinions, ideas and feelings. It is a subject where differentiation is mainly by outcome and lessons are differentiated to meet the needs of individual pupils. All children have equal access to the art curriculum regardless of their age, gender, race, ability or physical disability. We promote work that is differentiated for the performance of groups and individuals. Where possible art will reflect the rich cultural diversity of the pupil's backgrounds and introduce children to art forms from around the world to show them the rich and wide reaching possibilities of art and their impact on society, the ability of art to change opinions, instil values and/or to simply be able to express and communicate a sense of self.

### Enriching the Curriculum

We believe Art is a subject which supports and enhances learning in other areas and, therefore, cross-curricular links are integrated into daily teaching. We also believe that it is important that children's success in Art is acknowledged and celebrated appropriately. This will be done through classroom displays and displays around school. It will also be celebrated during the annual art exhibition, where children will have the opportunity to share their artwork with parents and the community.

## ICT

Art has close links with information, communication and technology. Children will be given opportunities to plan, develop, and present visual work using the ICT suit. Opportunities for ICT will be identified in Medium Term Plans. ICT can provide artistic opportunities for the children through packages such as Photo story and Microsoft Paint. Digital cameras and flip cameras will also be used to record and represent artwork in different forms.

### Communicating information in visual form:

- Posters, labels, cards for special occasions, diagrams, plans, graphs, magazines, newsletters, opportunities to experiment with pattern and picture libraries.

### Using the Internet to investigate and retrieve information:

- The internet is used to provide a wide range of visual stimulus for art projects, especially for introducing children to the works of art by famous artists and other cultures.

## Assessment and Monitoring

### Monitoring

- Informal ongoing assessment by the class teacher to include marking of work, and discussion with both parallel class teacher and child. In the Foundation Stage progress is monitored through the Foundation Stage Profile.
- Collection of work in topic books to ensure progression.

### Differentiation

- By outcome, choice of materials and task.

### Progression

- This is ensured by planning to the 'Chris Quigley Milestones' by class teachers and the subject leader for Art, and periodic agreement trialing by staff to ensure progression.
- Termly plans are available for the Subject Leader and link to yearly plans.

We think that it is important that learning intentions are shared and discussed with pupils in order to guide their learning. We recognise that children may achieve outside of these learning intentions.

Individual and group discussions will take place with the children before, during and on completion of work.

These discussions will provide a basis for evaluation and assessment for both children and teachers.

Topic books will be used for ongoing assessment and to form the basis of reports to parents. They will also be used by the children for self evaluation.

Class teachers are responsible for assessing the development of individual pupils' skills. Examples of each aspect of art work taught is monitored by the subject leader and added to the school portfolio.

### Expectations

By the end of Year 2, pupils should be achieving milestone 1.

By the end of Year 4, pupils should be achieving milestone 2.

By the end of Year 6, pupils should be achieving milestone 3.

### Resources

- There are central resource areas in The Foundation Stage, Key Stage 1 and Key Stage 2.
- Every classroom has a sink. Each class teacher organises specific art areas, which are flexible in use but meet their ever-changing needs.
- Class teachers hold a small amount of stock within their rooms to meet their immediate needs.
- Any shortages in material needs are communicated to either the key stage leader or subject leader.
- Any advice concerning the approach to teaching any of the aspects of Art education mentioned within this policy are communicated to the subject leader for Art.
- Classroom organisation should allow easy access to materials (where appropriate).

Updated May 2020 to be reviewed in 2023

P.Wiggins