



Harby Church of England Primary School

Art Policy

EQUAL OPPORTUNITIES

INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

STATEMENT OF INTENT

All Harby pupils are encouraged to achieve their full potential in art. All children's artwork is valued and we aim to instil a lifelong appreciation of the visual world. All pupils make progress in art through challenging and varied opportunities to develop skills, knowledge and independent thinking.

What is art?

Art and design is a means of communication and plays an important part in children's creative and sensory development. It is the expression and appreciation of ideas, thoughts and feelings through a variety of two and three-dimensional media. It allows children, as artists, to make thoughtful judgements about life, helps them to shape the environment and also to understand how art and design has both reflected and shaped the history of our nation.

Art teaching in our school will inspire creativity and contribute to the children's love of the visual art world. It will also develop the unique skills needed for making a range of artworks. Through valuing the pupils' work, and recognising their knowledge and understanding, we will contribute to the children's personal development, give them confidence and above all enthusiasm for creating and appreciating art.

At Harby Primary School we aim to develop skills in the following areas:-

- Develop and stimulate children's imagination and creativity by providing a range of visual, tactile and sensory experiences.
- Develop children's aesthetic sensibilities and enable them to make informed judgements about art.
- Develop children's understanding of colour, form, texture and pattern. Provide particular activities that give children the ability and skills to realise their ideas in drawing, painting, sculpture and other craft techniques.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their artwork.
- Develop skills in observation and analysis and critical responses to their own work and those of others.



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IMPLEMENTATION

In line with National Curriculum programmes of study, children at Key Stage 1, 2 and EYFS will develop knowledge, skills and understanding through a range of practical tasks in the following key learning areas:

- Drawing
- Colour
- Printing
- Sculpting
- Texture
- Pattern

Children will also explore line, shape, form and space through a wide range of art and design techniques. These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way. Skills will build on the previous year and children will be able to reflect on their progress as artists. Wherever possible, practical skills will be taught alongside the study of another artist's work, developing pupil's visual literacy, curiosity, enquiry and open mindedness.

A range of styles are necessary for the effective teaching of art and our teaching includes opportunities for

- Exposition.
- Appropriate demonstration of techniques.
- Investigation and exploratory work.
- Use of ICT resources.
- Whole class, group and individual work.
- Use of support staff and other adult helpers.
- Discussion of children's and others work.
- Cross curricular links.

In key stage 2, the children will use sketch books as a working record of their ideas and skill development. The school has an expanding bank of materials and equipment and each classroom has its own resource area. There is a central stock area for specialist and larger items and a kiln room where all clay related items are stored. Classrooms have access to a basic stock of paint, brushes, paper, scissors, glue and crayons / coloured pencils.

The school takes part in art competitions and initiatives both inside and outside school, e.g. The NASUWT Arts & Minds competition and the Royal Academy of Arts Young Artists exhibition. The school is at the heart of the community, as such the children work with local artists and produce work inspired by their local environment. After school clubs run at different times throughout the year and focus on developing specific skills such as origami paper folding and clay. Recently all children took part in a whole school focused art day to celebrate International Art Day, their work was displayed in an online 'exhibition' and was available to purchase.



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CROSS CURRICULAR

ICT - The school has good facilities to develop the links between computing and art. Each class has access to an ipad with digital camera with which to produce and edit images. Every class has a Smartboard and projector with which to share images, artists' work using online galleries and also to demonstrate how to use graphic applications. The school also has a shared bank of laptops, enough for a class of children to research and develop their ideas.

IMPACT

Much of the monitoring is done through observation of children using different techniques, discussion and finished work. Digital images are sometimes taken by staff to provide evidence of children working and to record work that has been produced. Teachers use their own skills in assessing children's progress in developing knowledge and understanding, generating ideas, making and evaluating their own work. They identify whether children have problems or need challenging in art e.g. reinforcing a particular technique. Opportunities are sought to set artistic challenges across classes so that comparisons can be made, progression assessed and identify weaknesses that may need to be addressed.

- [E] Meeting expectations
A child has learnt and retained the majority of Artistic skills and knowledge taught this term
- [A] Above expectations
A child has learnt and retained all of the Artistic skills and knowledge expected this term, and has shown additional capacity for extending his/her knowledge.
- [B] Below expectations
A child has learnt and retained less Artistic skills and knowledge than expected this term

This policy was approved and adopted for use on: January 2021

Signed:RGravette.....