



# St. Thomas' CE Primary School Art Policy

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Approved by Governors

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## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Art.

## **What is Art?**

Art is concerned with both the creative response to the natural and constructed world. It helps children make sense of the world in which we live and to understand cultural heritage and the cultures of other communities. It helps children express thoughts and feelings in a creative way and develop a sense of identity through creativity.

**All children are provided with a high quality sketchbook in KS1 which moves with them through school as a record of their creative journey and skills as they grow and change.**

## **Aims**

**Our aims in teaching Art at St Thomas' are that all children will:**

- become aware of other artists both contemporary and from other cultures and times and respond to these through appraisal and artistic experiences.
- To develop a knowledge bank of artists and describe their work.
- be provided with a broad and balanced programme of art, both 2D and 3d through a variety of mediums, in which the creative abilities of every child can be developed
- find a sense of purpose, achievement, fulfilment and enjoyment in artistic expression
- develop skills to use a wide range of materials and techniques competently
- feel able to express their ideas and feelings through imaginative creations
- develop an appropriate vocabulary to help them discuss their own work and that of others.

## **Strategies for the Teaching of Art**

Teaching in Art is taught predominantly by class teachers, but the use of outside artists is a regular occurrence where funding is possible. Children are regularly involved in competitions and opportunities to become involved in creative projects and have many opportunities to succeed.

- Children are given stimulus by artists/seasons/experiences/music and are given space to respond both verbally and in writing.

- Children are encouraged to appraise and discuss art in the community and respond in a personal way
- Children are allowed to develop ideas in a personalised way using a variety of methods and materials being available to them.
- Children are encouraged to reflect on their art and annotate their own and others' creative work in sketchbooks.

**Excellence in Art is celebrated** in displays throughout the school and during whole school and class assemblies/exhibitions. Work is also shared with parents through work sent home and pictures on Class Dojo.

#### **Strategies for Ensuring Progression and Continuity**

Planning the Art Curriculum is a process in which all teachers are involved and will ensure a progression, continuity, range and balance of art activities throughout the Early Years and Key Stages.

- Planning is progressive throughout the school and follows the whole school overview (developed by teachers and guided by Curriculum Lead Spring 2022) to ensure delivery of skills and knowledge.
- Planning is drawn up by individual teachers for each term or half term and discussed with the coordinator as needed and in line with the school overview.
- Equal Opportunities should be provided for all members of the class to gain equal interest and enjoyment from art activities regardless of ethnicity, religion or gender.

#### **The Role of the Art Coordinator**

- Ensure the curriculum is progressive and offers plentiful opportunities for creativity
- support colleagues in their development of planning and the implementation of the scheme of work and in assessment
- monitor progress in Art and advise the Headteacher on action needed
- take responsibility for the purchase and organisation of central resources for Art
- keep up-to-date with developments in Art education and disseminate information to colleagues as appropriate.

#### **Feedback to Pupils about their own progress in Art**

- to develop creativity and should not give value judgements - only feedback on effort to be given
- No written marking is done in sketchbooks as this is the creative property of the child.
- Feedback to be given verbally - asking children to explain their work and what their aims are and where they could develop this further - be mindful not to cast value judgements on personal creative work as this can be damaging.

**Assessment** aims to arrive at an all round judgement of the level the pupil has achieved and guide the progress of that pupil. This will take the form of:

- informal teacher judgements based on the range of experiences met by the child
- small group discussions in the context of the task
- individual discussions in which children are encouraged to appraise their own work and progress

#### **Strategies for Recording and Reporting**

This will be kept to a minimum and reflect the whole school policy for assessment. It will be sufficient to track curriculum progress and support annual reports to parents.

**Reporting to Parents** is done on an annual basis through interviews and annually through a written report. Parents may ask for further details and clarification throughout the year.

**Central Resources in Art** is the responsibility of the Art coordinator.

They include

- tools and materials for collage work, modelling and 3D work
- tools and materials for printing and printmaking
- a specialist selection of crayons, paints, pens and pastels
- tools and materials for fabric work

**Visits to Galleries and Museums** are an integral part of the programme of study for Art and are planned to support classroom activities.

**Information Technology is a major resource** that is used in Art for:

- on screen painting, drawing and design using appropriate software packages and Apps
- research using the internet

#### **Library Resources**

- reference - a selection of books is available on a variety of artists and teacher reference books

#### **Health and Safety Issues in Art include**

- use of materials, tools and techniques in accordance with health and safety requirements
- appropriate storage of tools and materials