

# **All Saint C of E Primary School Art Policy**

## **ART & DT POLICY**

### **Rationale**

At All Saint C of E Primary School we believe that art provides opportunities for a child to develop an aesthetic and creative response to life. It provides visual, tactile and sensory experiences and enables children to communicate what they see, feel and think through the use of line, pattern, texture, colour, tone, form and shape. Art is valued as a subject in its own right in addition to supporting other curriculum areas. All children will be able to develop their creative, imaginative and practical skills so that they will be able to communicate their observations and feelings in an individual way through a variety of media.

### **Aims and objectives**

- To make art and design an enjoyable experience, by giving children the opportunity to undertake a balanced programme of art/craft/design activities which clearly build on previous work and take account of previous achievements
- To be given opportunities to work individually, in groups and as a whole class; in two and three dimensions, and a variety of scales
- To develop imagination and careful observation by looking closely at the world around us
- To develop skills – intellectual and technical, associated with investigating and making, including the appropriate use of I.C.T
- To develop children's ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- To develop children's ability to respond thoughtfully and critically to ideas, images and objects of many kinds and from many cultures

### **Planning and Organisation**

#### **Curriculum**

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working. At All Saints School we are also concerned with the process of art activities as well as the product: therefore it is important to list the skills, concepts and attitudes that the child should develop.

## **Assessment, Recording and Reporting**

### **Early years**

Art is encompassed and taught under the banner of 'Expressive Art and Design' within the EYFS Profile. Children are taught art appreciation through a topic-based curriculum and have the opportunity to experience a wide range of materials, tools and techniques to begin to develop their skills in this area.

During the early years, children will be given the opportunity to explore colour, texture and form using a wide range of materials. Children's attainment and progress is recorded using the foundation stage profile. Every child has an individual working record book which enables teachers to track children's progress, confidence and ability.

### **Key Stage 1**

During Key Stage 1, Art and Design is about expanding children creativity and imagination through providing art, craft and design activities relating to children's own identity and experiences to natural and manufactured materials. All lessons incorporate the national curriculum targets and are cross curricular based.

### **Key stage 2**

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

### **Equal Opportunities**

All children participate fully in art activities regardless of their race, gender, ability or background. Teachers provide appropriate learning opportunities for all children including those identified as having special educational needs and those identified as talented in art. The school runs an after school art club with places offered to children in Key Stage 1 and Key Stage 2.

### **Resources**

We have a wide range of resources to support the teaching of art. All classrooms have a wide range of basic resources. Resources are reviewed regularly by the art leader, and supplemented/replenished when necessary. The art leader also makes an annual budget bid for providing visits to school by local artists and for purchasing new resources.

## **Health and Safety**

Health and Safety is an integral part of Art and Design.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar pupils should be taught:

- About hazards, risks and risk control
- To manage their environment to ensure the health and safety of themselves and others
- To be aware of the steps they need to take to control risks

## **Management**

The art leader is available to act as a consultant/adviser to all staff regarding issues and concerns that arise. The leader uses planned non-contact time to monitor the standards of teaching and learning, through classroom observations and discussions with staff and pupils. Data collected from monitoring, and pupil voice is shared and discussed with staff to inform teaching and learning.

## **Monitoring**

The art leader ensures that standards in teaching and learning are maintained via the art action plan. Governors are kept informed of developments within the subject via an annual report at the end of the year.

## **Review**

The role of the leader is to:-

- monitor and evaluate art opportunities throughout the school
- seek to enthuse pupils and staff about art and promote high achievement
- manage and develop all resources for art
- try to keep up to date with current developments through where possible attending courses and disseminating this information to the rest of the staff

## **Displays**

### **Aims of Display**

- To celebrate children's achievements
- To boost children's self-confidence
- To show examples of attainment in all areas of the curriculum
- To enable the children, staff and visitors to gain an instant insight into the diversity of the work going on in the school
- To show the progress achieved by the children as they pass through Foundation stage, Key Stage 1 and Key Stage 2
- To create a bright, rich and stimulating environment for children to be in
- To encourage children to take an interest in other children's work across the school

- To provoke children and adults to think
- To ask questions to provoke learning
- To provide information that children need on a daily basis

***“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”***

*Quentin Blake*