



South Hill Primary School

Art Policy



2020

Policy Statement

This document is a statement of the intentions, principles and strategies for the teaching and learning of Art at South Hill Primary School.

This policy outlines the guiding principles by which this school will implement Art at South Hill School. It is reviewed periodically. Art teaching and learning will be carried out as a discrete subject although we intend to make links between topics where applicable. If Art taught through a topic, our intent is that the class teacher must ensure full coverage of artistic and design skills.

Values and Intentions

South Hill Primary School believes that Art is a body of knowledge built up through **creativity, hands on** and **exploration**. Art is a creative way of learning about different artistic skills and the artists that have mastered these skills. It is our intention that Art in our school is about developing children's creative and artistic abilities. Through Art, we intend to develop pupils' exploration of different aspects of Art as well as, encouraging their artistic and creative skills.

National Curriculum 2016

The national curriculum for art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, sketching, painting, printing, collage and ICT
- evaluate and analyse creative works using the language of art
- know about great artists and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Principle Focus (Weave Document)

Key stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To 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 to their own work.

Lower Key stage 2

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- To learn about great artists, architects and designers in history.

Upper Key Stage 2

Our intension is that pupils develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- To use a range of techniques and media, including painting.
- To increase their proficiency in the handling of different materials.
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- To learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Planning:

Our intention is for teachers to use detailed Learning Objectives with main teaching and differentiated tasks for each Year Group. Pupils are to undertake Art activities every week at both key stages or may block teach a unit. Planning for Art is a process in which all teachers are involved to ensure that the school gives full coverage of the Weave Document for Art. We adapt and extend the New Curriculum to match the unique circumstances of our individual classes.

South Hill School uses the WEAVE document from Focus Education to plan all foundation subjects.

We carry out planning of Art in three phases:

- **Long-term Planning** – This maps the Art topics studied in each term by each year group throughout the academic year.
- **Medium-term Planning/Daily Planning** – These are based on supportive schemes and give details of each topic for each term. The planning templates follow that of the school.

It is the responsibility of the Art Subject Leader to formulate the Long Term Plan for the whole school by liaising with colleagues as to which topic is taught and which point in the academic year. It is the responsibility of the class teacher to formulate the Medium-term and short-term plan for their year group. These plans include detailed learning objectives, differentiation, core vocabulary, cross-curricular links and ICT used to support the lesson. These plans are kept by the class teacher and reviewed by the Head teacher and Art Subject Leader on an informal basis.

Equal Opportunity and Inclusion: We believe that a broad and balanced art education is the entitlement of all children at South Hill school. We recognise that there are children of widely different Art abilities in all year groups. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies.

- Setting common tasks which are open-ended and have a range of responses
- Setting tasks of increasing difficulty to provide further challenge (G&T)
- Differentiated group work
- Mixed ability group or pair work
- Provision of resources and equipment of differing complexity, matched to the ability of the child.

Creative Curriculum

Subjects are weaved and linked with a creative curriculum investigation question on a termly or half-termly basis.

English: Art contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing and speaking and listening. Some of the texts used in Literacy lessons or guided reading sessions are Art based. Links are made to Literacy through medium term and short term planning. The children develop 'speaking and listening' skills in Art lessons through discussions, appreciation of work and discussions of artistic and design skills through group work.

Mathematics: Art contributes significantly to the teaching of mathematics in a number of ways. For example the children learn to use measuring in sewing and fractions in cooking.

ICT: Staff and children use ICT to support lessons where appropriate. It is used by children in Art lessons to support research of artists, design and artistic skills and any further support. Children learn how to research and select relevant information on the internet.

PSHCE/SMSC: Art makes a significant contribution to the teaching of personal, social and health education. The subject matter lends itself to areas of Spiritual, moral, social and cultural awareness. For example, children study the different pieces of artwork for different cultures.

Continuity and Progression: We teach Art through topics and the Long Term plan has been formulated to ensure that children build upon prior learning allowing for progression across the Key Stages and across the Year groups. This also guarantees that topics are revisited.

Teachers are expected to adapt and modify model plans to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available. We must ensure that any modification does not overlook any key areas of the National Curriculum.

Assessment, Recording and Marking: Class teachers keep their own assessments of Art by making informal judgements as they observe children during lessons. On completion of a piece of work, the teacher marks the book and/or final piece of work. Assessment for Art is based on the Lancashire Grid for progression of skills and 'The Learning Challenge Curriculum.' – Weaving Art Knowledge, Skills and Understanding into the new National Curriculum.

Monitoring: The subject lead carries out termly planning scrutiny, work scrutiny, learning walks and pupil voice.

Time Allocation: Pupil entitlement in hours per week in the Foundation Stage and Key Stage 1 is a minimum of 50 minutes per week.
In Key Stage 2 teachers should be teaching Art for 55 minutes per week.

Health and Safety: All pupils are taught how to use equipment for practical investigations in accordance with health and safety requirements. Each staff member carries out a risk assessment for specific lessons in relation to the unique needs of the class and the lesson.

Subject Management: The Art subject leader monitors and evaluates the implementation of Art throughout the school. Planning and books are monitored on a termly basis. The monitoring of the standards of the children's work and of the quality of teaching in Art is the responsibility of the Head teacher, the Art governor and the Art Leader. The work of the subject leader also involves, supporting staff, being informed about current changes, monitoring and assessing the subject through various means (learning walk, pupil voice) and providing direction for the subject in the school.

Resources: We have resources to support all Art topics that are taught in the school. Resources are stored in the 'resources room'. The room is clearly labelled and the resources inside are also labelled. It is the responsibility of the class teacher to return all items to the Resource cupboards after each lesson and to report any missing or damaged items to the Art Leader.

Outdoor Learning: At South Hill School, we promote outdoor learning and encourage this for Art wherever possible. We also try to promote, where we can, visits to art exhibitions, museums, churches etc. The whole school also take part in an annual 'Art Exhibition' where each class follow the work of a professional artist and use for inspiration to achieve a final piece.

Date Reviewed May 2020

Next Review May 2021