



WENSLEY FOLD CE PRIMARY ACADEMY

ART POLICY

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment.

The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all.

PURPOSE OF STUDY

Art embodies some of the highest forms of human creativity. A high quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

(From the Art and Design National Curriculum 2014 document)

AIMS

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

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craftmakers and designers, 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.

SUBJECT CONTENT

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 wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

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.

Pupils should be taught:

- 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 (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.

OBJECTIVES

CONTINUOUS WORK

Throughout both key stages this work should be:

- Taught regularly and frequently so as to ensure that children gradually and systematically acquire and practise their skills, knowledge and understanding
- Matched where appropriate to children's individual needs and level of achievement
- Progression should be planned for with particular reference to unit objectives.

BLOCKED WORK

Each block of work in art should follow a basic model designed to ensure that all pupils are given opportunities and/or are taught

- To explore and develop ideas
- To make and investigate art, craft and design
- To evaluate and develop work

Each year group will concentrate on one block during each half term.

The blocked work consists of:

1. **Drawing**
2. **Colour Mixing** (Key stage 1) **Colour Matching** (Key stage 2)
3. **Pattern and Printing**
4. **Collage**
5. **Textiles**
6. **Sculpture**

Attention should be paid to the teaching of skills, vocabulary and techniques rather than these being merely acquired.

Art should be viewed in relation to building on skills already acquired and should be seen as a progression.

When the learning objectives for each unit of work have been achieved, teachers should take the opportunity to develop previous learnt art skills in other areas of the curriculum (eg topic work).

The Reception class is provided with activities and opportunities as prescribed in the EYFS development matters scheme of learning.

CLASSROOM ORGANISATION

Key stage 1

Art is part of the rotational activities. Skills are taught in small groups, for one hour per week.

Key Stage 2

Skills taught in groups of fifteen, for one hour per week.

Although there is no recommended allocation of time for Art, however, at Wensley Fold, at least one hour per week is devoted to the teaching of art.

ASSESSMENT

The process rather than the end product is important to consider when making any assessments in art.

Skills assessed through an annual hall display.

This involves taking one element of art and each class producing work on the same theme to show progression in skills from Reception through to Year 6.

RECORD KEEPING

- Art assessment sheets
- Key stage 1 art portfolios
- Key stage 2 sketch books
- Photographic evidence in the Art Portfolio
- Art Coordinator file

RESOURCES

Resources are available for all classes to use. It is imperative that **all** resources are returned to their correct place, by an **adult**, in the condition they were found.

- General stock is located in the art room.
- Unit specific resources are available upon request to the Art Coordinator.
- Art resources will be restocked regularly, however, if a shortage is identified by any member of staff or a specific resource is required then requests can be noted on the 'Art Resource Request List', Which can be found in the art room, infant kitchen and in the year 2 computing area.

INCLUSION

This policy reflects the School's commitment to inclusion. We believe that all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

The following statutory school policies and procedures are key tools which support our commitment to inclusive practice and should be considered alongside this policy:

Race Equality Policy

Anti – Bullying Policy

Policy for Special Educational Needs

Access Plan in response to the Disability Discrimination Act

EAL Policy

These policies are contained in the school's Inclusion Portfolio.

REVIEW OF THE POLICY

The policy will be reviewed on a bi-annual basis, through, and by, consultation with the staff, the Headteacher and the Link Curriculum Governor, and taking into account the scrutinisation of children's work and assessment procedures.

The Art matrix and Scheme of Work will also similarly be reviewed and updated when necessary and appropriate.

Any amendments to the policy arising from the review procedures will go to consultation with staff and Governors for discussion, approval and ratification.

HABIBA MUNSHI
Art Coordinator
Reviewed March 2021

