

ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL



ART

GENERAL STATEMENT

From the beginning of time, through to the present day, Art has, and always will be, an instrument by which we can express our feelings and thoughts, and communicate our ideas. Art has recorded moments in history; it has made its mark on history. Art provides us with, not only the means of self-expression and communication, but also a window into other people's feelings, thoughts and visions.

Art is a unique and diverse visual language. It is common to all cultures and age groups. Art has a role in its own right but has several functions both to the individual and in playing an inherent communicative and supportive role in every curriculum area, making a significant contribution to the quality of learning. Art is very beneficial in assisting the learning of children with limited language or no English at all.

Art experiences enable children to learn, organise, communicate, express and celebrate, using intuitive as well as logical processes.

The Arts teach pupils to think creatively, to develop perceptual skills of observation and discrimination, and to develop verbal, visual and technical skills for communication. Art education can help to develop and awareness of different societies and cultures, both past and present, and can aid children who may have difficulty expressing themselves by other means.

Therefore, Art and Design is not a subject we merely learn; it is a subject we feel. Its experiences can help us to develop a wider understanding of Art, allowing us to consider and evaluate our likes and dislikes, developing our aesthetic judgements and understanding the judgements of others, shaped by understanding and reasoning.

Art has the potential to enrich all our lives. In order that Art and Design meets the children's needs, and requirements of the Early Learning Goals and the National Curriculum, it is essential that strategies are in place to ensure that the subject is

offered with clear and consistent objectives, with a certain amount of flexibility needed to ensure self-expression.

INTENT

- The diversity of children's particular needs are catered for. Planning has to be differentiated to meet the needs of all the children, taking forward their current level of understanding to their next potential level of understanding.
- Resources are presented in such a way that children can be autonomous and make individual choices within the structure of a lesson.
- The cross-curricular aspects of Art and Design need to be ongoing considerations, with particular connections taken advantage of and discussed. In particular, ICT can be an integral part of the lesson.
- Throughout the Foundation Stage and Key Stage 1, children will develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. The role of Art and Design in their environment, and colour, shape and space will be used to represent ideas and feelings.
- Throughout Key Stage 2, children will further develop their skills through more complex activities. Visual and tactile elements, materials and processes will be used to communicate what they see, feel and think.
- Children should be introduced to a wide range of artists, architects, designers and sculptors during their school life and where appropriate have real life opportunities to experience art and artists in the real world.

Practical

- Develop skills and knowledge using a variety of materials and techniques so that ideas can be planned and developed successfully and imaginatively.

Intellectual

- Allow children to make choices and develop visual perception and environment awareness.

Critical

- Allow children to gain an awareness of the aesthetic pleasure of Art and allow them to express opinions about their own and others' art work.

Knowledge

- Allow children to study and observe images and artifacts from different periods, cultures and traditions and apply this to their own work.

In order to ensure that our aims remain attainable for all our children, the following objectives are identified as the primary tool through which Art is taught.

IMPLEMENTATION

OBJECTIVES

All children need to be given the opportunity to:

- Explore and develop ideas that are challenging, yet attainable, for each child;
- Provide a full range of tools, materials and resources accessible to all, giving consideration to the needs of the design and the capabilities of the medium;
- Allow children to experience all types of medium;
- Provide classroom environments which are conducive to work in Art;
- Make use of ICT in the designing and investigating of pieces of Art;
- Ensure that the learning experiences meet the needs of the children from a personal and academic level, with particular attention paid to the Early Learning Goals and Attainment Targets for the Foundation Stage and Key Stage 1;
- Throughout Key Stage 2 build on previous development. Evidence to show progression should be collected in sketchbooks. Development is identified and ongoing and have personal meaning to the child.
- Explore and develop children's own ideas;
- Develop children's understanding of: colour, pattern, texture, line, tone, shape, form, space, materials, processes, art from different times and cultures;
- Ensure continuity and progression with a range of media.

The strategies for the implementation of the aims will be effective when the three principles for inclusion have been taken into account:

- * Set suitable learning challenges;
- * Respond to the pupils' diverse needs
- * Provide opportunity to make art, have ideas about art, know about art and artists and explain their opinions about art and have opportunity to evaluate their own work and that of others by peer assessment. There is not a need to assess the work formally.

***The contribution of all children is valued;
All pupils feel secure and are able to contribute appropriately;
Stereotypical views are challenged and pupils learn to
appreciate and view positively differences in others, whether arising from
language, gender, ability or disability.***

- * Overcome potential barriers to learning and assessment for individuals and groups of pupils.

THE ROLE OF THE CO-ORDINATOR

IMPACT

- * To be available for advice on the teaching and learning of Art and its cross-curricular links;
- * To collect evidence of good practice from all year groups; from topic folders and sketchbooks thus creating a bank of evidence which supports the expectation of standards in school.
- * Monitor activities by scrutinizing planning, assessing pupil voice, and learning walks to ensure celebration of success.
- * To keep photographic evidence of display;
- * To ensure that relevant resources are available and accessible to all staff involved in teaching Art; (updated Jan 2020)
- * To ensure that resources are ordered on a regular basis and to respond to the needs of staff;
- * To explore areas for children to explore opportunities to experience Art in the wider community
- * To allow opportunities for staff to further develop their understanding.
- * To keep up to date with current issues regarding Art;
- * To update the Art policy when required.

CONTRIBUTIONS OF ART TO TEACHING IN OTHER CURRICULUM AREAS

Literacy

Art contributes to the teaching of Literacy by encouraging children to ask questions about the starting points for their work. They have the opportunity to compare ideas methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Numeracy

Art contributes to the teaching of Numeracy by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

ICT

ICT is used to support Art where possible. Children use software to explore shape, colour and pattern in their work. Opportunities to collect visual information by using a digital camera and to record observations is used where possible. Children use the internet to find out about famous artists and designers.

PSHE

Art contributes to the teaching of some elements of the personal, social and health education and citizenship. Children discuss how they feel about their own work and the methods and approaches used by others.

Spiritual, Moral, Social and Cultural Development

The teaching of Art offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-ordinate across a range of activities and experiences. Children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.