



Smile – Learn – Excel

Art Policy

Art is not what you see, but what you make others see.

Edgar Degas

Policy Reviewed: Jan 22

Next Review: Jan 23



Introduction

At Shortlanesend School, we engage our pupils through our immersive curriculum. This curriculum includes a range of inspiring and challenging art and design learning opportunities.

We encourage our children to experiment, invent and create their own works of art, craft and design through their termly topic. Lessons naturally link to other areas of the curriculum wherever possible; this enables our children to make strong connections within their learning.

All children are encouraged to be as individual and as imaginative as possible in order to demonstrate their personal of artistic talents.

Our curriculum provide opportunity for researching key people in the world of art and use them as inspiration to shape their own ideas.

All children have their own sketchbook to record their art work and learning throughout their time at Shortlanesend School, providing the opportunity for children to chart their progress through their art and design education.

Aims and Objectives

The National Curriculum for art and design aims to ensure 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, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject Content

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

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 (for example, pencil, charcoal, paint, clay).
- About great artists, architects and designers in history.

Teaching and Learning Our art and design curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum. Our teaching provides pupils with opportunities to:

- Communicate their feelings and ideas in visual form based on what they observe, remember and imagine.
- Develop an idea or theme for their work drawing on visual and other sources and discuss their methods.
- Experiment with and apply their knowledge of the elements of art, choosing appropriate media.
- Modify their work in the light of its development and their original intentions.
- Identify different types of art, craft and design and their purposes.
- Begin to identify the characteristics of art in a variety of genres from different periods, cultures and traditions, showing some knowledge of the related historical background.
- Make imaginative use in their own work of a developing knowledge of the work of other artists.



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- Relate artwork to other areas of the curriculum for example, Greek history.
- Design and present work for display.
- Utilise our outdoor areas and the locality.

Teaching and Learning Opportunities and Styles

Our curriculum is designed to maintain our children's curiosity by linking their learning deeply to their topic and ensuring that they receive a balance of practical work and theory within art and design:

- Children have the chance to work individually and collaboratively.
- Children have the opportunity to look closely at artefacts and objects (including their own work) and talk about them with others.
- Children look closely at the natural and man-made world and record what they see.
- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work.
- Children are provided with a variety of materials, tools, and resources for practical work.
- Children engage in activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern.
- Children are taught to use tools safely and to organise and care for materials and equipment.
- Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas.

Assessment

- Every teacher is encouraged to develop a breadth of evidence relating to children's achievements. These could include: the children's sketch books, floor books used by groups or the class, models, displays, notes and assessment sheets used by the teacher, and electronic examples of children's learning (e.g. videos, photographs etc).
- The art and design leader will perform children interviews/pupil conferencing throughout the year to assist the other teacher with making summative judgements, as well identify aspects of the children's learning that require developing.



Spiritual, Moral, Social and Cultural opportunities

Art is an excellent vehicle for developing children's learning in this area. Discussions about the links between art and the cultures of people through history deepen the children's ability to understand and empathise with fellow humans across the globe.

Role of Co-ordinator

The Art and Design co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.
- The art and design leader will support colleagues with identifying ways to enrich the coverage of the art and design learning. This could include outdoor learning, visits, visitors and competitions

Health and Safety

The teaching of Art and Design may involve the use of tools which will require careful planning and observation of the children. Opportunities for outdoor learning in Art present themselves throughout the school year. The School's policy for visits and excursions will be adhered to for all trips.

Resources

Central art resources are ordered through the curriculum strand of the school's budget. These resources can be found in our resource cupboard in the hall.

Teachers can supplement their classroom stocks through their termly immersive curriculum budget. All classrooms have their own sink.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.



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The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Art. A copy of the school's equal opportunities policy can be found on our website.

SEN

At Shortlanesend we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.