Art Policy

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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.”

 National Curriculum 2014

At Culcheth Community Primary School we believe that teaching and learning in Art and Design is important because it stimulates creativity, imagination and inventiveness. The Purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

**Aims**

Within our Art and Design curriculum we aim to provide the following for all children:

* engaging with a variety of art forms, to explore values, attitudes, feelings and meanings.
* ensuring all children experience the richness of a broad arts curriculum.
* providing every child with the opportunity to be inspired by the arts and achieve success through the arts.
* allowing children to develop the ability to create, appreciate and make critical judgements about artworks.
* encouraging children to work independently and in teams, to share arts experiences and present artwork to others.
* increasing active and independent involvement in cultural opportunities.

**Subject Content**

The National Curriculum for Art and Design states that:

**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

We use the National Curriculum subject content to form the structure of our Art and Design curriculum. Our Art and Design curriculum overview covers the whole school from Reception to Year 6 (See Appendix 1). Each year group looks at three artists over the year and they learn about great artists, craft makers and designers, understand historical and cultural development of their art forms. In each Key Stage, the children look at an artist, a textile artist and a sculpture. This progresses as the children move up through the school and allows them to build on and develop their skills further.

**Skills**

Depending on the artists being taught, children will be taught the following skills throughout school:

* Drawing
* Sketching
* Mark making
* Painting
* Mixing colours
* Sewing
* Collage
* Batik
* Printing
* Graffiti
* Shading
* Observational drawing
* 2d/3d work
* Record observations
* Evaluating
* Analysing

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| **Year group** | **Skills taught** |
| Reception | Mark making, pencil control, mixing colours, collage, painting, drawing shapes, printing, model building, evaluating.  |
| Year 1 | Mark making, mixing colours, painting using water colours, drawing, 2d/3d work using different media, evaluating.  |
| Year 2 | Mark making, sketching, mixing colours, painting, batik, sewing, printing, evaluating and analysing.  |
| Year 3 | Sketching, shading, collage, painting, sewing, printing, evaluating and analysing.  |
| Year 4 | Printing, graffiti, sketching, shading, painting, 2d/3d work, evaluating and analysing.  |
| Year 5 | Observational drawings, still life, sketching, shading, painting, 2d/3d work, batik, sewing, evaluating and analysing.  |
| Year 6 | Observational drawings, still life, sketching, shading, painting, batik, sewing, printing, collage, evaluating and analysing.  |

 These skills may change depending on the artists that is being studied.

**Assessment**

Formative assessment is used to guide the progress of children in Art and Design. It involves identifying each child’s progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children’s progress in Art and Design is reported to parents through the annual report and termly consultation meetings.

**Monitoring**

The art leader ensures that standards in teaching and learning are maintained via the art action plan, lesson observations, pupil voice, staff meetings, learning walks and staff questionnaires. Governors are kept informed of developments within the subject via an annual report at the end of the year.

**Sketchbooks**

From Year 1 to Year 6, the children use sketchbooks to record their art work. We use sketchbooks in our school to allow children to gather, collect, experiment and reflex on their ideas. We believe that sketchbooks should be a place of discovery and that no two sketchbooks should be the same.

**Displays**

Displaying children’s work in all curriculum areas in the classroom and around the school has both a positive and educational role to play in supporting their learning. Although display does encompass a range of curriculum areas it is fundamentally linked to art through its visual qualities. A high standard of display encourages children to value their own and others work. It can provide learning opportunities through interactive problem solving, particularly through Science, English and Mathematics. It also supports the ethos of the school by providing a bright and stimulating environment. There are several boards in each classroom and resource area. Often display boards reflect current topics or special events such as book or science week. On occasions staff will discuss and agree themes for the display boards to ensure continuity throughout the school. Children are actively involved in producing work and ideas for display work regardless of their ability. They are also encouraged to look after and value each other’s work.

**Arts week**

Our annual whole school Arts week was started in 2001 to enable all children to meet and work alongside different visiting Artists. This has been a successful event each year and is something that the children and staff look forward to taking part in. The event provides the children with the opportunities to meet and work alongside real artists and produce a piece of art work.

**Decoration Day**

Our annual Decoration Day takes places towards the end of November/beginning of December. The whole school gets involved and the children are split into mixed classes with their siblings. Throughout the day the children make Christmas decorations to decorate the school and to take home. We invite Parents and Carers into school for the day so they can work alongside their child to make the decorations. This is another successful event that we put on each year for our families.

**Health and Safety**

Health and Safety is an integral part of Art and Design. Children should be working in a safe environment, both in and out of the classroom. 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