

Bierton CE Combined School and Nursery

Art Policy



Date: July 2022

Date of Review: July 2023

Art Policy

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are. This Vision is rooted in biblical teaching as it links to Matthew 5:16:
'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

At Bierton CE Combined School, our Motto is '*Aim High, Achieve Success, Find Your Sparkle and Shine*'. We believe that every child has their own unique skills, talents and things that make them stand out from others. Our aim is to provide our children with opportunities to find their unique sparkle and shine. We prepare our students both academically and socially for life in the wider world, ensuring that when they leave us at Bierton, they are confident and well-rounded individuals.

At Bierton, we are committed to developing our children as respectful citizens and we are an inclusive school, where our Christian values are fully embedded. In addition, we are a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

Our five school values are:

- Love
- Honesty
- Co-operation
- Respect
- Responsibility

Love:

We care for others, share with others, help each other feel safe and we always want good for everyone else.

Honesty:

We tell the truth, as well as make sure that we are being true to ourselves and to other people.

Co-operation:

We help one another and work together to achieve our goals.

Respect:

We listen to others, show our Bierton manners at all times, we respect ourselves and our environment and we know that we are all unique and valuable.

Responsibility:

We take care of ourselves and others and we also take care of our school and our environment.

Art & Design is a practical subject about exploring visual and tactile qualities of expression and considering the art and design of others. It encourages experimentation and originality, and accepts every style and all abilities. It is a celebration of children's imagination and inclusive of every child.

Aims

- To inspire, engage and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Pupils should begin 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, contribute to culture, creativity of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Objectives

- To develop children's competence in controlling materials and tools.
- To acquire knowledge and become proficient in various art and design techniques and processes.
- To become aware of different visual elements such as colour, pattern, texture, line and tone, shape, form and space.
- To foster an enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, crafts people and designers.
- Analyse works using the language of art and design and develop a cross curricular approach to the use of art and design in all subjects.
- To encourage pupils to ask and answer questions about art work.
- To develop a sense of self-appraisal.

Teaching guidelines

In developing learning and skills in Art and Design all members of staff are committed to encouraging pupils to express ideas and feelings from their memories and imaginations and to record observations from first-hand experiences. To ensure high standards of teaching and learning we implement a curriculum that is progressive and throughout the whole school. Art and Design is taught based on the topics from Kapow and has a focus on knowledge and skills stated in the National Curriculum.

The curriculum provides a broad framework and outlines knowledge and skills taught in each Key Stage. Lessons from Kapow ensure progression of skills and knowledge and offer teachers supportive videos to aid successful teaching of each lesson. Teachers can use the Kapow document to ensure the knowledge and skills are taught progressively from year group to year group. Kapow is designed as a spiral curriculum where pupils return to the same skills again during their time at Bierton. Each time a skill is revisited it is covered with greater complexity. Upon returning to a skill prior knowledge is utilized so pupils can build upon previous foundations, rather than starting again.

The scheme of work is organized into five categories as follows:

- Making skills
- Generating ideas
- Formal elements
- Knowledge of Artists
- Evaluating

Through this the children:

- Produce work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art and craft 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 form.

We are committed to providing a teaching environment conducive to learning.

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, and every child has an equal entitlement to learning.

Each unit of work has a detailed knowledge organizer which explains the specific art language they will be using in their work. Lessons all have clear learning objectives, which are shared with and understood by the children. They are at all times aware of what skill they are going to develop through the activity, and what outcomes the teacher is looking for in their work. Through these planned lessons and activities, we will develop the use of appropriate art vocabulary.

In the Foundation Stage, Art and Design forms part of the Early Learning Goal for Creative Development. Children develop their creative and practical skills through topic-based activities that provide excitement and stimulus for young children while still developing their discriminatory, practical and creative skills.

Children are also given the opportunity to continue to develop these skills independently by choosing and requesting materials, planning their own activities and continually having access to a creative area.

Children will develop their Art and Design skills more readily if they have an understanding of the wider world of Art and Design. By looking and responding to the work of different artists, children will be able to develop their understanding in order to inform their own art making.

All pupils work in their sketchbooks; these are also used for rough sketches prior to undertaking any final work. The sketchbook is unique to the individual. It can consist of records of observation from experience and imagination, collections of materials, sketches and information. They also contain personal and reflective comments and evaluations about experimentation and exploratory work.

Attractive, welcoming and stimulating display areas do much to enhance the environment in which children are asked to work. Displays are an opportunity to celebrate work and to share achievements with other children and adults in the school. Displays are changed half-termly so there is something new to stimulate and be of interest. There are also opportunities to look closely, examine, touch and read displays in various parts of the school.

Curriculum planning

This is organized in three stages:

Long Term Planning

This is based on the National Curriculum for Art and Design, which details what is to be taught over the Key Stages and each year group. Changes to the National Curriculum is monitored regularly and evaluated annually.

Medium Term Planning

This takes the long-term plan and organizes the teaching of Art and Design into half-termly sections. There are five lessons which are taught in one 'Art week' per half term. Lessons must be taught in sequential order apart from those in the **skills** and **formal elements** which can be taught in any order.

Wherever possible the study of Art is linked with the study of other subjects. Cross-curricular links are evident in History, Geography, Music and Mathematics.

Monitoring and assessment

The Art and Design curriculum is monitored on a regular basis by the Art and Design coordinator, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

We monitor the impact of our curriculum through:

- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice)
- Moderation staff meetings where pupil's books are scrutinized and there is an opportunity for a dialogue between teacher to understand their class's work.

- Summative assessment of pupils work at the end of each block of lesson by both the pupil and teacher.

More important to the school are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

Special educational needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation. (See Teaching Guidelines)

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often within the classroom, during the lessons.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Last review date:

Signed _____ Date _____
Headteacher

Signed _____ Date _____
Chair of Governors