



Art Policy

Signed on behalf of Governors.....

Date.....

Review Date: October 2018



Art Policy



Art is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Fundamentally Art involves two crucial elements: creation and evaluation. The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of Art in society. In teaching Art at Tinsley our principle aim is to ensure that all children will build upon their natural enjoyment in visual communication and to see themselves as artists while finding a sense of purpose, achievement and fulfilment in artistic expression within a multicultural society.

Aims

➤ Development

- Develop skills in mark making and using different tools and materials.
- Use a range of materials and techniques competently.
- Using imagination, creativity and originality in work.

➤ Vocabulary

- Understand and use appropriate vocabulary when engaging in class discussions.
- Utilise new vocabulary in written evaluations.

➤ Primary Sources

- Expose children to a wide range of primary sources – real life observations and photographs from different settings and environments.
- Allow children time to observe, discuss and reflect on primary sources to form a basis for some of their own art.

➤ Secondary Sources

- Appreciate and evaluate the work of a range of artists from their own and other cultures.

- Gain knowledge of the variety of styles and forms used by artists across a range of cultures and times.
- Gain a wider understanding and enjoyment for Art.
- Planning and Designing
 - Recognise the importance of the process of planning and designing.
 - Develop ideas and designs in a reflective sketchbook.
- Applying
 - Feel able to express their ideas and feelings through imaginative creation in both two and three dimensions.
 - Identify the techniques and skills used in different pieces of art.
 - Confidently apply techniques to art work after experimenting in sketchbooks.
- Evaluating
 - Become a reflective and thoughtful Artist.
 - To recognise that Art is an ongoing process and that the sketchbook reflects this process.
 - Apply appropriate vocabulary to help discuss their own work and that of others.

National Curriculum Requirements

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.

- 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:

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.
- 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]
- To learn about great artists, architects and designers in history.

Inclusion

At Tinsley we recognise the importance of art in the curriculum and we aim for each individual to fulfil their creative and artistic potential. Equal opportunities are addressed by the whole school policy and care is taken in Art to provide opportunities for all to experience the diverse activities within the Art curriculum. All children will be taught the skills and knowledge of art as outlined in the subject content. Experiences will be equal regardless of gender, cultural background and ability. Children will be given lots of opportunities to

reflect on work, which will incorporate their own opinions, experiences and cultural identity.

Organisation

The curriculum is organised into different units of work based on different themes each half term. See Curriculum overview for more detail.

Within these themes each year group has a sub-topic where the children will be able to develop their ideas through using a sketchbook as a reflective tool which shows their journey through this topic, culminating in a final piece.

Within each topic, children will initially develop skills and techniques using different materials and tools. They will then explore a variety of relevant primary sources. They will then complete in depth studies about particular artists linked to the theme. Using their own experiences they will then reflect on this work through questioning and speaking/writing frames provided by the teacher as a whole class, as well as group and partner discussions. This will be followed up with written thoughts in their sketchbooks. The children will then be given the opportunity to plan and design their own final piece in their sketchbook before producing a final outcome at the end of each half term. Thus, the children will be meeting the aims and the subject content requires by the National Curriculum throughout each unit of work.

Assessing Progress

Attainment from the National Curriculum: 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.

Feedback to pupils about their own progress is evident in sketchbooks, displays and through verbal discussions with their teacher. Formative assessment is used to guide the progress of individual pupils in Art. It involves identifying each child's progress in each aspect of the subject determining what each child has learned and what therefore should be next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Formal summative assessments are carried out at

the end of each National Curriculum Key Stage (i.e. in Years 1 and 6) through teacher assessment.

Resources

Art Subject Leader together with Art Curriculum Specialist orders resources based on topics taught throughout the year and topics taught in Art Clubs. Art resources for FS1 and FS2 are ordered via FS budget. All the resources are stored in either KS1 or KS2 Art room. Any resources in the Art rooms should be solely used for the purpose of teaching Art and should not be removed to be used in the classrooms (e.g. Pritt sticks, felt tip pens ...).

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