

Art Policy

1 Introduction

- 1.1 At St Anne's we value Art because it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It also provides pupils with a unique way of perceiving themselves and the world. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. Through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.
- 1.2 We view the subject as over-arching, encompassing art, design, craft, dance and drama.

2 Aims

- 2.1 Develop pupils' aesthetic sensibilities and enable them to make informed judgements about art through a range of two and three dimensional art, craft and design activities which encourage confidence and progression in both understanding and skill;
- 2.2 Increase the children's knowledge of practical skills and help them to develop an understanding of different approaches;
- 2.3 Provide children with opportunities to investigate, design, make, and review their own creations;
- 2.4 Foster in the children an awareness of the health and safety requirements so that whatever materials, tools or techniques they use, they do so safely;
- 2.5 Develop pupils' capacity for imaginative and original thought and experimentation by allowing time and space for experimenting with materials and ideas in a creative environment;
- 2.6 Develop pupils' capacity to learn about and to observe the world in which they live, encouraging skills of observation and recording from a variety of natural and man-made sources;
- 2.7 Develop pupils' design capability by creating opportunities to address design issues from concept to realisation through appropriate challenges;
- 2.8 Enable pupils to become visually literate so that they can use and understand Art as a form of visual and tactile communication and have confidence in reading and evaluating visual images and artefacts;

- 2.9 Enable pupils to develop an understanding of Art through the systematic introduction of visual elements by clearly targeted and appropriately resourced tasks;
- 2.10 Develop pupils' ability to understand and value the contribution made by artists, craft workers and designers, and to respond thoughtfully to ideas, images and objects from a wide range of times and cultures, and in the broad context of contemporary society, relating them to practical activities where possible;
- 2.11 Develop pupils' ability to articulate and to communicate ideas, opinions and feelings about their own work and that of others, through discussion and review and where appropriate, through evaluation and assessment.

3 Subject Matter / Curriculum Time

- 3.1 Whilst being a subject in its own right, Art also supports learning and draws on knowledge and understanding from across the curriculum. Therefore, at St Anne's we teach Art through other areas of the curriculum, in line with 'Topic based Learning' to ensure that we are offering a creative, broad and challenging learning environment.
- 3.2 Art is an integral part of topic work and we ensure a balance is made, allowing each child the opportunity to develop their artistic skills within each topic. Visits to museums and art galleries may take place as appropriate.

4 Range of work

- 4.1 Children will have the opportunity to learn and try drawing, painting, printing, collage, sculpture and work with textiles, as well as working individually, in groups, or as a class. The children will explore pattern, texture, colour, line, tone, shape, form and space.
- 4.2 By looking at the work of others (famous or otherwise, past, present, local or from afar) and by observing their surroundings, the children are encouraged to gather ideas which they can then adapt to serve their own purposes.
- 4.3 In their lessons, pupils will be encouraged to work in the same way artists, craftspeople and designers work, using similar processes, materials, practices and influences.
- 4.4 Practical investigating and making activities link with developing knowledge and understanding of art through the appropriate use of resources, such as reproductions, artefacts, books, videos, software, samples of work, visits, visiting artists in school. St. Anne's has built up a number of links with local art projects and, where possible, children have worked alongside artists to see how they work. The skills learnt from the artists can then be used to develop new skills of their own.
- 4.5 All pupils are encouraged to produce work of quality, reflecting the time spent and their commitment to their projects.
- 4.6 We undertake to display pupils' work as a celebration and reflection of their newly acquired and developed skills. All stages, including first attempts, are seen as worthy of

display so that with appropriate captions, children and adults can see the processes, struggle and achievement involved.

5 Planning

- 5.1 All planning is done in line with the National Curriculum (NC) and teachers are encouraged to teach Art through topics linked to work already being covered in class whilst still ensuring they cover the required elements of pattern, texture, colour, line, tone, shape, form and space.

6 Continuity and Progression

- 6.1 Continuity is achieved through careful planning of Art activities to ensure that each visual element, practice and process is experienced at least once in each year, building on what has gone before. Certain activities, such as observational drawing, colour mixing and matching skills, using sketchbooks, and looking at and talking about art, are core activities and are returned to more regularly in a variety of contexts.
- 6.2 Progression can be seen in a range of practical outcomes where improvement in selection and control of materials and tools is evident. Progression in Art is not achieved by giving pupils more difficult tasks, but by regular engagement with the fundamental principles of the subject, building on previous work and achievement. This will lead to pupils making more informed decisions about their work with increasing independence and confidence.

7 Assessment and Recording

- 7.1 Assessment is integrated with the activities of teaching and learning. Pupils' attainment is recorded at intervals throughout the key stage. Art sketch books follow the children throughout the school which showcases their development and progression of skills. Using these sketchbooks, the teacher can measure present performance against past achievement. They are also used for self-assessment. Pupils are encouraged to respond to and evaluate their finished work which is kept as a record in their sketchbooks.
- 7.2 Most important is the on-going 'formative' assessment based on informal observation and dialogue, enabling the teacher to gauge progress and understanding and decide when to intervene or plan for further development. Helping children to discuss and evaluate their own achievement and progress, and that of others, individually and in groups, is particularly valuable.
- 7.3 The End of Key Stage Descriptions describes the performance most children will achieve if they have been taught the appropriate programmes of study. As Art is taught in a cross-curricular manner teachers will help direct the subject leader to Art work completed in class by keeping a photographic record of Art completed in the classroom including displays produced.

8 Differentiation

- 8.1 All children are encouraged to work to the best of their abilities and to develop positive attitudes towards their work. Although levels of ability and understanding may vary

considerably and pupils' works may show a wide range of interpretations, all works should be regarded as their own expression, thoughts and feelings.

8.2 Art can do much to promote the growth of confidence and self-esteem, and refine individual motor skills and manual dexterity. Formative assessment, as described previously, enables the teacher to allow for different pace and style of learning with support and extension activities.

9 Equal Opportunities

9.1 All children in the school will have access to the Art curriculum irrespective of race, religion or special educational needs. Art education should reflect the multi-cultural society in which we live, promoting a more conscious acceptance of multi-ethnic influences on society leading to increased tolerance and understanding.

9.2 Access to multi-cultural elements in food, fashion, art, music, ornament and architecture and a recognition of their contribution to our own diverse culture at St Anne's should promote value and understanding.

10 Related policies

10.1 See also:

- English (drama);
- PE (dance);
- Teaching and Learning;
- Design Technology

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| Date agreed by governing body on: 21/06/2022 | Signature of Chair or Vice Chair |
| Date agreed for review Summer 2025 | Frequency of Review Three Years |
| Responsibility for Review A&C Committee | |