



# Art Policy

**Our mission is to inspire, nurture and challenge every learner to achieve their full potential.**

## **Introduction**

At Holbrook School we want all children to be able to enjoy art and art making. We want them to be able to express their ideas and feelings in different ways, to explore the world through art and to appreciate the work of other artists. Art provides opportunities to study a variety of cultures.

## **Aims**

Our aims in teaching art are that all children will build upon their natural pleasure in visual communication to find enjoyment in creative art and:

- see themselves as artists,
- find a sense of purpose, achievement and fulfilment in artistic expression,
- develop skills to use a range of materials and techniques competently
- feel able to express their ideas and feelings through imaginative creation in both two and three dimensions
- learn to study and record the world around them
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- appreciate and evaluate the work of a variety of artists and cultures

## **Principles of Practice**

- Art is a foundation subject and may be taught through topic work, discretely or form part of an English lesson where a skill is being taught through an Art context. (Topics are chosen from the Cornerstones Topic Themes for each class on a two yearly cycle and can be closely linked to other curriculum areas.)
- Art lessons are planned to ensure progress for every child. Every child experiences 'challenge' within Art lessons to develop key skills in this subject. A range of resources are used to support the teaching of Art including:
  - ICT Resources
  - Visual / auditory resources (e.g. video / sound clips.)
  - Models / physical resources.
  - Artefacts from specific countries.
- The emphasis on our teaching in art is integrated learning, linking subjects with many other areas of the curriculum.
- We aim to extend children's creative abilities and skills by ensuring that they explore and learn a variety of media, styles and techniques.
- We encourage children to look at and appreciate each other's work as well as that of other artists and from other cultures.
- We seek to provide suitable learning opportunities for all children and encourage them to be challenged in their learning.
- Equal opportunities are addressed by the whole school policy, but a mutual respect and tolerance for all cultures will be promoted through the study of art.
- Art lessons include a Learning Objective and Signs of Success that focus on Art skills.
- Art work is recognised and displayed.
- Cross curricular links are made when appropriate.

## **Learning and Teaching**

- Teaching and learning in Art must ensure that all learning styles of the children are met (auditory, visual, kinaesthetic) through a wide range of learning opportunities. Art is recorded through any appropriate form e.g. photographic evidence, drawings, paintings and sculptures.
- Planned activities give children the opportunity to work independently, in pairs and small groups.
- We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Teachers (and where appropriate, HLTAS) will –

- Strive to provide inspiring, engaging Art experiences. The teacher's role is therefore varied – someone who observes, facilitates supports, provides a critical audience, models and scaffolds.
- Demonstrate high levels of Artistic knowledge and Skills about the topic being taught.
- Have a clear understanding of the objectives being taught, openly sharing these with the pupils.
- Plan for well-paced lessons, which drive learning forward and ensure pupils make progress within lessons.
- Pass on their optimism and high expectations for success to the pupils.
- Appropriately use a range of teaching strategies, (including direction, demonstration, modelling, scaffolding, explanation, targeted questioning, initiating and guiding exploration, discussing and challenging ideas generated by the pupils).

HLTAS/Teaching assistants/ other adults will –

- Demonstrate competent Art skills
- Play an active role during whole class sessions, supporting the learning objective
- Support the teacher in the plenary of whole class sessions

### **Planning**

We use the National Curriculum and Early Years Foundation Stage guidance (EYFS) as the basis for implementing the statutory requirements of the programme for Art. Skills progression sheets and skills from the Cornerstones themes are used to inform planning to ensure that key concepts are being covered in each year to allow pupils to make progress from Y1 – Y6 and the Development Matters document is used in EYFS. Wherever possible, pupils should be involved in the planning and evaluation processes as part of our pupil inspired curriculum approach.

### **Organisation**

Art is a foundation subject and is taught mainly through the class topic, but some skills are taught discreetly if they do not link with one of the themes. Some topics during the academic year will allow Art to be taught more in depth than others. The main features of a topic lesson linked to Art include whole class teaching, independent or group activity and a plenary (a lesson review where children reflect in the learning that has taken place.)

In foundation stage Art falls within the area of learning called 'Expressive Arts and Design: Exploring and using media and materials/Being imaginative' in the EYFS profile.

### **Special Educational Needs**

All pupils have full access to Art lessons.

In class, the teacher will set differentiated tasks to support less able, and extend the more able.

All pupils will be taught so that they remain in the zone of challenge. Questions which stretch and extend thinking will be used.

### **Equal opportunities**

All pupils are entitled to access the art curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

### **Assessment and Recording**

Assessment in Art is an on-going process based on the Cornerstones Skills taught that term. The teacher carries out regular formative assessment and uses this to inform planning. Marking and feedback is linked to the learning objective and signs of success. At the end of each term the teacher assesses whether each pupil has achieved, not achieved or exceeded expectations in the skills progression. We use this as a basis for planning further topics throughout the academic year.

### **Monitoring and Evaluation**

Monitoring of the standards of children's work and of the quality of teaching in Art is the responsibility of the Art subject leader. The Art subject leader also supports colleagues in the teaching of Art, is informed about current developments in the subject, and provides a strategic lead and direction for the subject in the school.

### **Conclusion**

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.