



## Art Policy

Agreed at (please indicate with a \*):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

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# Art Policy

## 1. Introduction

- a) Art and design should encourage pupils' creativity and expression and immerse pupils in language based upon the visual elements.
- b) Children should understand, interpret and shape our world through our senses and emotions.
- c) The teaching of art and design enables children to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions.

## 2. Aims and objectives

The national curriculum for art aims to ensure that all pupils are able:

- i) To produce creative work, exploring their ideas and recording their experiences.
- ii) To develop and extend their proficiency when drawing, painting, sculpture and other art, craft and design techniques.
- iii) To evaluate and analyse creative works using the language of art, craft and design.
- iv) To develop an appreciation and knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- v) To be provided with a range of stimulating and creative opportunities which create a framework for success and enjoyment.
- vi) To develop their visual perception, awareness, curiosity and sensitivity to the natural and built environments, through working from observation and direct experience.
- vii) To develop the pupils' capability in developing and expressing ideas through art by visual investigation.
- viii) To encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

## 3. Subject Content

a) The National Curriculum defines seven key areas that form the basis for programmes of study for Art and Design in both Key Stage 1 and Key Stage 2. These are:

- I. Drawing
- II. Painting
- III. Collage
- IV. Sculpture
- V. Printing
- VI. Texting
- VII. Take inspiration of great artists

Guidance is given on how skills are developed across the key stages, building on and extending prior knowledge.

## 4. Subject Organisation

- a) Across the school, the requirements of the Art curriculum have been mapped into the school's theme-based learning; some themes will have a greater focus on art than others. This approach gives children the chance to contextualise their learning through cross-curricular experiences.
- b) Whole school art projects provide an opportunity for children to develop content that have not been linked to themes.
- b) Where possible, learning outside the classroom will be encouraged so that children can interpret and shape their world through the senses.

## 5. SEND

a) We provide for all children so that they are able to achieve their potential in the learning of art according to their individual abilities. See SEND policy for further information.

## **6. The role of the art leader**

a) The leader is to:

- i. Take a lead in the development of policy and the implementation of the art curriculum
- ii. Have an overview of art teaching throughout the school
- iii. Support colleagues in their development of planning and implementation of art in assessment and record keeping activities
- iv. Look for opportunities for the school to be inspired by art
- v. Keep up to date with developments in art education and disseminate information to colleagues as appropriate
- vi. Monitor progress through consultation with colleagues, classroom observation and scrutiny of children's Discovery books.

## **7. Assessment and target setting**

a) Opportunities for assessment will be identified when planning.

b) Children will have regular teacher assessment in line with our Assessment policy.