



# Art Policy

Newdale Primary School and Nursery

Art Coordinator  
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Reviewed March 2020

Next Review March 2021

## Rationale

At Newdale Primary School and Nursery we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children’s Laureate

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As a school we do celebrate and recognise the work children bring into school from home and often display this on class ‘WOW Walls’ or share it via the school website.

## Aims

At Newdale Primary School we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art
  
- Celebrate and explore the work of British artists and those from other cultures.
- through art extend and enrich other curriculum areas

## Role of the Subject Leader

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained with support from the school's two lead HLTA's.
- keep up-to-date on the use of Art in the curriculum
- promote art throughout the school e.g. organise an art day during the summer term
- to monitor use of the sketchbook throughout the school

## Teaching and Learning

### *The Foundation Stage*

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

### *Key Stages 1 and 2*

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience.

Our planning includes opportunities for

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books

- first hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

Each year group has been assigned 1x artist to explore and create work in the style of each year so that they leave their Primary education with knowledge of a range of artists and their styles. Teachers will teach children about the history of their assigned artist and their preferred style of art. In addition to this, each Key Stage will be assigned 1 British artist to explore. This may be through assemblies lead by Art Lead, class assemblies or during British Values week etc.

These artists are as follows:

Nursery:

Reception:

- Kandinsky

Y1:

- Andy Goldsworthy

Y2:

- Giuseppe Archimboldo

Y3

- Henri Matisse

Y4

- David Hockney

Y5

- Friedensreich Hundertwasser

Y6

- Frieda Kahlo

Each child has their own Art and Design sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

### *Recording Responses*

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The

children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes.

Work should be dated with the learning objective so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work

The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

- ICT
- Literacy and numeracy
- Spiritual, moral, social and cultural development.

Use of I.C.T

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

## Literacy

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

## Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

## Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourage them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

## Health and safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

## Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

## Differentiation

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

## Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. A number of children have been identified as having a real talent for art (see Gifted & Talented Policy)

## Assessment and recording

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. All teachers complete formal assessments in Art of all children after each unit of work.

## Appendix 1

### Foundation Stage Areas of Development that support/link to the teaching of Art

	Expressive Art and Design		Physical Development	Literacy	Mathematics
	Exploring Media and Materials	Being Imaginative	Moving and Handling	Writing	Shape, space and measure
22-36 months	Experiments with blocks, colours and marks	Beginning to use representation to communicate e.g. drawing a line and saying 'That's me'	Shows control in holding and using jugs to pour, hammers, books and mark making tools  Beginning to use three fingers (tripod grip) to hold writing tools  Initiates drawing simple shapes such as circles and lines  May be beginning to show preference for dominant hand	Distinguishes between the different marks they make	Notices simple shapes and patterns in pictures
30-50 months	Explores colour and how colours can be changed  Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects  Beginning to describe the texture of things  Realises tools can be used for a	Developing preferences for forms of expression  Captures experiences and responses with a range of media such as music, dance and paint and other materials or words	Draws lines and circles using gross motor movements  Uses one-handed tools and equipment e.g. makes snips in paper with child scissors  Holds pencil between thumb and two fingers, no longer using whole-hand grasp	Sometimes gives meaning to marks as they draw and paint	Shows interest in shape and space by playing with shapes and making arrangements with objects  Beginning to talk about the shapes of everyday objects eg. Round, and tall

	purpose		Holds pencil near point between first two fingers and thumb and uses it with good control		
40-60 months	<p>Explores what happens when they mix colours</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Uses simple tools and techniques competently and appropriately</p>	<p>Create simple representations of events, people and objects</p> <p>Chooses particular colours to use for a purpose</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p>	Gives meaning to marks they make as they draw, write and paint.	Uses familiar objects and common shapes to create and recreate patterns and build models
Early Learning Goals	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.		Children recognise, create and describe patterns.

## Appendix 2

### Programme of Study

#### **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.

Pupils should be taught:

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