



# Art Policy including Policy for Display

## **Intent**

We are strong believers in the impact of Art and Design at Monksdown Primary School as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially.

High quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

## **Aims**

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

## **Entitlement**

### **The Foundation Stage**

Before embarking on key stage 1 work, many children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in.

The F.S. provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's

learning includes art, designing & making, dance, role-play and imaginative play. The range of experience are imaginative and enjoyable.

## **Key Stages 1 & 2**

### **Key Stage 1**

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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

### **Key stage 2**

Pupils are 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 are taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. about great artists, architects and designers in history.

## **Teaching and learning**

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## **Implementation**

The implementation of the Art and Design Curriculum at Monksdown Primary School is based on the National Curriculum and supported by the Lancashire Planning, ensuring the teaching of a broad range of skills.

The children are taught Art as part of their termly topic work. Areas covered include printmaking based on topics work such as fossils, nature, our local area and the seaside; sculpture, including the work of Giacometti and Keith Haring; mosaics and textiles using a range of mixed media such as batik and weaving. More detail can be found in our Curriculum overview on the school website.

Enrichment activities are encouraged within the curriculum. We have made links with the Dot-Art programme and the use of the Walker and Tate art galleries within Liverpool City Centre is encouraged to inspire and encourage pupils to take up art as a career in the future.

The children's learning is further enhanced with a whole school arts week in the Winter term where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

### **Assessment and Record Keeping**

Class teachers will complete a Planning Sheet that will act as a termly record of work covered.

Simple assessments are recorded at the end of each unit identifying those children who are working below, at or above age related expectations and informs the annual subject report to the Governing Body. We pass this information on to the next teacher at the end of each year.

Children in Years 1 – 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Progression from each year groups should be clear. Teachers are to store photographs of finished pieces in their art folders which is to be passed onto the Art Lead at the end of the year.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The art and design subject leader produces an annual summary report evaluating the strengths and areas for further improvement. Progress is reported twice per year at parent evenings and annually on a pupil's written report.

### **Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

The school abides by statutory health and safety guidelines outlined by the LA.

### **Inclusion and Equal Opportunities**

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

### **Accessibility and Teaching Art to pupils with Special Educational Needs**

We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

## **Policy for Display**

### **Intent**

The learning environment is important as a means of adding greater depth and breadth to children's learning. High quality displays can reinforce learning and allow concepts to be seen in different ways. It also raises self-esteem and encourages pride in the classroom and school. The school displays at Monksdown should reinforce the school's commitment to high standards as well as act a resource to guide and support children writing their learning. Each classroom should include a Math and Literacy working wall which is to act as an aid for children to refer to within their learning. This is to be constantly updated as the learning progresses.

### **Non-negotiables**

- All displays must have a purpose - Why is that work being displayed? Is it evidencing a learning journey or celebrating a final project? How will it enhance pupils learning/ self-esteem?
- All displays must have a title and must have a blurb to describe the work.
- All displays must showcase a range of abilities.
- All colours chosen must be complementary and be used consistently in that area.

### **Policy Review**

This policy was last reviewed: Spring 2020

Date of next review: Spring 2022