

General Policy Document

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First Written Date:

Review Date: June 2021

Reviewed By: All Staff

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Art Policy

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Rationale

Art and Design Technology encourage creativity, originality and individuality. At Bramhope lessons engage, inspire and challenge pupils. Children are also given opportunities to discuss, share and respect opinions, reflect upon and evaluate works of art and design. The appreciation and enjoyment of the visual arts enrich all our lives.

At Bramhope, we aim to provide visual, tactile and sensory experiences, and a special way of understanding and responding to the world through studying artists such as Andy Goldsworthy and creating patterns in our wildlife garden. We enable children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. We encourage children to become involved in shaping their environments through art and design activities. Children are taught to make informed judgements, and make aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers and gain knowledge concerning the life and works of key artists as well as a range of artists from different cultures, genders and time periods. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and on different periods and cultures. We are sensitive to children's religious beliefs and physical needs and modify tasks accordingly.

Organisation of Content

Art is taught by our subject leader (Mrs Heald) who teaches art across key stage one and key stage two. All children receive one hour of Art teaching per week. Long term plans encompass a wide range of artists, skills, disciplines and styles.

At Key Stage 1:-

Pupils are taught:

- To use sketchbooks to plan, record and use observations to review and revisit ideas.
- to use a range of materials creatively to design and make products
- to use drawing, painting, textiles 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.
- Planning, investigative and evaluative activities- these activities provide opportunities to explore existing products and to gain knowledge, skills and understanding which can be applied in a design and make assignment.
- Focused Practical tasks- provide opportunities to learn and practise skills and knowledge.
- Design and make projects- provides opportunities for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

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At Key Stage 2:-

Pupils are taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught:

- To use sketchbooks to plan, record and use observations to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting, working with textiles and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, textiles]
- about great artists, architects and designers in history.
- Planning, investigative and evaluative activities- these activities provide opportunities to explore existing products and to gain knowledge, skills and understanding which can be applied in a design and make assignment.
- Focused Practical tasks- provide opportunities to learn and practise particular skills and knowledge.
- Design and make projects- provides opportunities for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

Assessment of content

Regular and ongoing class and one-to-one discussion is a key part of our assessment model and time is given every lesson for pupils to reflect upon successes, challenges and next steps. Weekly meta-cognitive questioning is also used to help children with this reflective process. For example:

- Before a task - Is this similar to a task you've encountered before? What do already know that can help you with this task?
- During a task – Are you on the right track? How could you approach this differently?
- After a task – What worked well? What would you do differently next time?

This two-way discussion is used to inform and plan future lessons. The art teacher assesses children's knowledge, understanding and skills in art by making observations of the children working, and through discussion, and this is used to complete assessment grids twice a year. These grids focus on the following four areas: Generating ideas, Making, Knowledge and Evaluation. Children are considered to be either, 'working towards', 'at expected level' or 'exceeding'. Sketchbooks provide a clear record of progression as the child moves through the school. Throughout their time at Bramhope, children discuss how they feel about their own work, and the methods and approaches used by others. We provide opportunities to meet and talk with artists and other talented adults from our community. All children have an opportunity to exhibit their work at one of our whole school Art Exhibitions.

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Accountability

Art is taught by our subject leader (Mrs Heald) who teaches across both key stages, enabling consistency and progression in activities through each year group. On occasions, topics relating to key artists may allow children to work together to produce a whole school or key stage piece of work.

Key artists studied include: Frida Kahlo, Andy Goldsworthy, Yayoi Kusama, Vincent Van Gogh, Georgia O'Keefe, Georges Seurat, Salvador Dali, Alma Woodsey-Thomas, David Hockney, Pablo Picasso and Henri Matisse.

Teaching strategies employed

We believe that Art provides many- natural opportunities for the children to apply and practise a number of skills used in other areas of the curriculum. For example:

- **Speaking and listening skills:** through discussion and self/peer evaluation.
- **Communication skills:** discussing key artists and forming opinions of works.
- **Mathematical skills:** symmetry, repetition of patterns, proportion and scale in drawing, amount/fractions when mixing colours.
- **Creative problem solving:** through sharing ideas on how to tackle a piece of work.
- **P.S.H.E:** discussion, collaboration and celebration of work.
- **Science:** observational drawings of nature and the planets of our solar system.
- **I.C.T:** creating patterns inspired by Mondrian and digital drawing using the 'Brushes Redux. App' as used by David Hockney.

Provision for all children

The teacher observes and supports through modelling techniques and encouraging critical thinking. Children are encouraged to analyse and improve pieces. Children are also given opportunities to share work produced at home.

Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We are sensitive to children's religious beliefs and physical needs and modify tasks accordingly.

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Health and Safety

The general teaching for health and safety applies in this subject

- Children learn the proper procedure for handling and using equipment as well as a wide range of materials.
- Where children participate in activities outside the classroom, we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.