



QUEENSWAY SCHOOL **ART POLICY**

Rationale

We believe that if our pupils are to achieve their potential within the Art curriculum we must provide them with a way of stimulating their creativity and imagination through visual, tactile and sensory experiences. We want to provide them with a unique way of understanding and responding to the world; and to have an understanding of colour, form, texture and pattern. We believe Art is a process of communication of ideas, feelings and meanings: a way of making thoughtful judgements about life and life in different times and cultures.

Aims:

We aim to teach children to:

- Develop a visual awareness;
- Provide opportunities to use art to record feelings and express creative imagination;
- Develop visual vocabulary
- Understand the visual elements of colour, texture, line, tone, pattern and shape form in order for them to effectively express themselves through artistic means;
- Develop use of a range of tools, media and processes;
- Develop critical abilities and an understanding of cultural heritage;
- Acquire artistic skills and techniques;
- Develop their ICT capabilities through Art;
- Develop their capacity to evaluate their own and others artistic work.

The Art Curriculum

Early Years Foundation Stage

The EYFS Statutory Framework (2021) sets out clear expectations for the children in our Foundation Stage (Nursery and Reception classes) for Expressive Arts and Design, specifically looking at 'Creating with Materials.'

- The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Queensway, we value the process of creating as well as the end product and our children are positively encouraged to develop and explore their own ideas as well as select their own materials and techniques in order to complete their designs.

Children in both Nursery and Reception are able to develop their Art skills through areas within their provisions: design centres, junk modelling areas, the use of natural resources, malleable materials, painting easels, writing areas, and large outside mark making equipment. These are all activities and areas that are available to the children in their classrooms, both inside and outside.

Children have regular opportunities to share their creations, models and artwork with the class and they are encouraged to talk about what they like about their work. Additionally, the children are also encouraged to think about and suggest ways in which they are able to improve on their design ready for next time.

National Curriculum Aims

During Key Stage One pupils develop their creativity and imagination by:

- Exploring the visual, tactile and sensory qualities of materials and processes.
- They learn about the role of art, craft and design in their environment.
- They begin to understand colour, shape, space and pattern and texture and use them to represent their ideas and feelings.

During Key Stage Two pupils develop their creativity and imagination through more complex activities. These help to build on their skills in the following ways:

- Improve control of materials, tools and techniques.
- Increase critical awareness of the roles and purposes of art, craft and design in different times and cultures.
- Increase confidence in using visual and tactile elements and materials and processes to communicate what they see feel and think.

Key Concepts, Skills and Attitudes in Art

Pupils will develop key concepts, skills and attitudes in art throughout the key stages.

Key Concepts: colour, shape, texture, pattern, tone, line, form, perspective, process and media, artists and their work's form, content and mood.

Key Practical skills: cutting, shaping, forming, joining, using tools and processes safely, gathering resources, organising materials, manipulating media, clearing away.

Key Perceptual Skills: observing and recording, imagining and remembering, expressing, communicating, feeling, responding, critically appreciating, including the development of children's vocabulary and language, the importance of looking at and talking about art as well as making it. Children will study artists and their techniques as well as art from different cultures.

Key Attitudes: Pride in achievement, respect for one's own and other's work, respect for the environment both built and natural, care in display and presentation, a developing awareness and love for the visual arts, a developing understanding of the importance and meaning of cultural heritage as well as an involvement in art as a contemporary and local part of life, willingness to explore and discuss aspects of art, seeing the role art plays in multi-cultural awareness, positive approaches towards equal opportunities in race, gender and ability.

Planning

Art in school follows the requirements of the EYFS and National Curriculum. The planning follows the long term plan to ensure continuity throughout the school.

Long term plan: The schools long term plan for Art sets out the topics to be covered throughout Foundation Stage, Key Stage One and Two. This long term plan also sets out the artists being covered across the school to ensure a diverse range of artists are studied throughout children's time at Queensway.

Medium term plan: Detailed plans are linked to topics where possible and include a learning objective, lesson introduction, activity, plenary, differentiation – including challenge for Most Able children, success criteria and resources. Plans are annotated where necessary to inform future planning.

Curriculum overview documents: For each year group there are curriculum overview documents which have three sections: 1. Knowledge, 2. Skills and 3. Assessment

Learning and Teaching

A range of styles of teaching is necessary for the teaching of Art. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. The Curriculum overview documents for Art allows teachers to introduce new skills as well as build upon the existing skills gained through previous year groups.

Our teaching at all levels shall include opportunities for

- Teacher exposition;
- Discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;

- Working alone, in groups, as a class and as a whole school
- Consolidation and practice of fundamental skills and routines;
- Use of ICT, museum resources and outside visits;
- First hand experience;
- Investigation work;
- Recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work;
- Experience of artists and crafts people;
- Provision of different media and sketchbooks.

Display

We believe that there is a vital connection between the development of pupil's visual literacy and the care and quality of the environment for learning in the school. The excitement, challenge and quality of our pupil's school environment should be an important part of their education. The celebration of their achievements through stimulating displays shows that their work and efforts are valued.

Each Key Stage has an Art Gallery in their blocks. Children's artwork will be displayed in these art galleries and kept in the gallery all year long as a growing celebration of the skills, techniques and units covered throughout the year. Each piece of work in the gallery will have a short caption or explanation of the unit of work in which the work was completed and the child.

Assessment and record keeping

Sketchbook:

“ Pupils should be taught to collect visual and other information (for example images, materials) to help them develop their ideas, including using a sketchbook.”
(National Curriculum, 1999)

All pupils in Key Stage Two Queensway School keep a sketchbook to explore and record ideas, feelings and thoughts about people, places and things. Illustrations, cuttings, interesting pieces of material, leaves etc. may all be collected and put into the sketchbook. Sketchbooks can be taken on educational visits to form a record of the pupils' observations. We recognise that it is important not to undervalue the work of children and to encourage a sense of pride in their sketchbook.

Sketchbooks are a record of each child's work throughout their time at Queensway School and will be passed on to their next teacher at the end of the year.

Pupils are assessed against our internal assessment grids which are taken from the National Curriculum. The assessment grids on the curriculum overview documents determine whether a child is working at an age related expectations, below or above. Examples of sketches, thoughts, evaluations and ideas can be found in each child's sketchbook.

Assessment is achieved through observation of the pupil's approach to the task, through discussion with the child, and by analysis of the final product.

Lessons will be delivered providing a clear learning objective and success criteria for the children to work towards.

Monitoring, Evaluation and Review

The Key Stage Leaders are responsible for the organisation of resources, materials, tools and equipment in a way that provides consistency and ease of access in each area of the school. The Art Leader monitors the delivery and outcomes of the art curriculum and makes any modifications to the school policy and scheme of work in line with developments. He/she will also keep staff informed of any developments in art and arrange any relevant training opportunities.

Equal opportunities/ Special educational needs

The teaching of Art will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to Art for those children with special needs and those pupils who are very able and require extension activities, through small group work and through the use of other adults help where available.

The role of the Art Leader is to:

- Support Key Stage Leaders with ordering of equipment when needed;
- Provide guidance and support in implementing the NC and schemes of work;
- To co-ordinate recording and presentation throughout the school after consultation with colleagues;
- Advise the Head teacher of action required (e.g. resources, standards etc.);
- Provide support for all who teach art and so improve the quality and continuity of art teaching and learning throughout the school
- Sketchbook scutinies.
- Be aware of CPD need amongst current staff and arrange training as appropriate.
- Set up and keep a subject file including an action plan, progression of skills document, Art policy, and ensure that these are kept up to date.
- Attend NoxCEP (North Oxfordshire Cultural Education Programme) meetings which are held termly so that they are kept up to date on Artsmark and Arts Award programme)
- Networking with the Art Leaders from other schools and liaise with them about CPD opportunities.
- Attend partnership meetings and feedback information to relevant staff.
- Reflect on your own subject knowledge and look at ways to improve through professional development opportunities.
- To create an environment where people feel confident to share their teaching ideas.
- Keep an up to date contact list of local artists and sculptors that are available to lead workshops for the children and make sure that this is shared with all staff.
- Check the appearance and amount of work displayed in the Art Galleries to make sure that they are of high standard.

Resources

Practical resources for 2D and 3D Art are kept in cupboards for each block. These include a variety of drawing, painting, printmaking, and textile materials. 3D resources include modelling, collage materials and clay tools. In addition to this classes should have a range of resources available to encourage creativity across all subjects. (See appendix 3)

Health and Safety

At all times, due care and consideration must be given to health and safety, as outlined in our 'Health and Safety Policy'. In particular, teachers must give thought to health and safety issues when planning work. Children must be taught to work safely with different materials (e.g. clay dust, dyes and polystyrene) and with sharp tools (e.g. lino cutters for print making).

Review

This policy will be reviewed by the Head Teacher and the Senior Leadership Team every three years.

Head TeacherDate