

BARNBY DUN PRIMARY SCHOOL

POLICY

for

ART

Art has a high profile in Barnby Dun Primary Academy. We believe it to be a natural way of communication for young children and an area in which they can, from the beginning feel successful. Children can communicate and express their ideas, experiences and feelings and develop their imaginations. In addition, it contributes to the development of fine motor and observational skills which are of crucial importance in all areas of the curriculum.

We therefore believe that every child should have the opportunity to discover and understand his/her world through a real, rich and relevant art curriculum. This can be achieved through careful looking, analysing and recording. We emphasise the importance of direct observation and first hand experiences both inside the classroom and within the wider environment in order to develop visual literacy, skills and understanding.

Strong curricular links exist between art and other National Curriculum subjects and we see art largely as part of an integrated approach.

It is also taught as a separate subject according to National Curriculum and Foundation Curriculum requirements through the Early Years, KS 1 and KS 2.

NB Art should be interpreted as art, craft and design throughout.

AIMS

1. To make art an enjoyable and fulfilling activity.
2. To provide a balance of activities that involve observation, recall, imagination, exploration and design.
3. To use first hand experiences wherever possible.
4. To represent observations, ideas, feelings, images and artefacts with a developing aesthetic sensitivity
5. To stimulate curiosity, originality of thought/imagination.
6. To investigate and develop an awareness of the appropriate use of tools and materials.
7. To develop fine motor skills through the appropriate use of materials and processes.
8. To develop knowledge and understanding of visual and tactile elements including colour, pattern and texture, line and tone, shape form and space.
9. To develop self confidence and feelings of success by showing children that we value their efforts.
9. To encourage attitudes of tenacity and perseverance.

OBJECTIVES

Through our aims we hope that children will:

- learn to express themselves orally and visually through the use of materials and processes used in art, craft and design.
- develop an ability to make choices about their work within the media available.
- show an increasing ability to review and modify their work as it progresses.
- feel confident in their own abilities and achievements, show pride in their work and achieve their full potential.
- show an increased awareness of the natural and man made world
- begin to understand and appreciate the work of artists, designers and crafts people from a range of cultures and times.
- ask and answer questions about starting points for their work.

Time Allocation

The time allocation for art is:-

Early Years	As part of the Creative timetable 4.00hrs per week
Key Stage 1	1.25 hours per week
Key Stage 2	1.25 hours per week

POLICY IN PRACTICE

Curriculum

Where possible, art is integrated into the whole curriculum. The scheme of work has been developed to deliver specific objectives to match EYFS and Curriculum 2014 requirements. Sometimes, for specific purposes, art is taught as a separate subject, for example to teach a specific skill or procedure.

Assessment and Recording

At the planning stage, activities are chosen to enable staff to deliver appropriate programs of study for art. (See scheme of work) Teachers keep and display work for each child to enable them to judge children's attainment against NC and EYFS requirements.

Assessment of children's achievement is made through:

1. Observation of their work in the classroom.
2. Talking and discussion about this work.
3. Teacher's ongoing records of their work done and concepts understood.
4. Samples of work.
5. Pupil consultation

Recording of children's progress is made through:

Samples of work
Reports to parents
FSP Creative/Expressive Development in Early Years

Differentiation

How we cater for children of different abilities and interests varies depending upon the nature of the activity or task. It is important that we achieve an appropriate "match". Our level of expectation will vary from child to child and sensitive intervention is necessary to ensure that each child's needs are met and that the level of challenge is appropriate.

Sometimes we may differentiate by task eg. by providing activities to suit the ability of the child and the stage of her/his artistic development. The levels of support may differ and so too may the type of materials offered.

Equal Opportunities

Each child has equal access to the curriculum regardless of ability, gender, age or cultural background. We provide all the children with a wide range of activities and encourage them to take an active part in all aspects of art, craft and design. Please see school inclusion policy.

Health and Safety Procedures

Children are closely supervised at all times, but extra care is taken when they are using potentially dangerous tools or equipment (eg. scissors, pen nibs, needles). The correct procedures for use and storage of equipment in the classroom should be regularly enforced.

ICT in Art

ICT is used as both a stimulus and a vehicle to create works of art.

To stimulate work, children have access to the internet to research a wide range of starting points. Such starting points might include artists, galleries and photographs, illustrating different times and places.

Films and photographs are used in classrooms to stimulate art work. In addition, cameras can be used as a tool to create a desired image, eg. changing the tones to black and white or sepia or enlarging or reducing images and combining them in certain ways. We also use a range of music, poetry and theatre as stimulous.

Paint programs such as Dazzle are available to all age groups to be used appropriately according to children's skills and development.

Curriculum Enrichment

Arts fortnight are planned annually to ensure continued enrichment (as indicated in Arts policy)

Such enrichment provides opportunities to engage in other cultures through multicultural art forms across all art forms. During such Arts events cross curricular links are made as children enjoy a holistic approach in which they have opportunities to make links in learning across all arts subjects and the broader curriculum.

ORGANISATION OF TEACHING AND LEARNING

The teaching of art, whether approached in a cross-curricular way, or as a subject, takes place in mixed ability classes where groupings are flexible. Work may be undertaken independently or collaboratively in groups or as a class.

As with all other areas of the curriculum, learning takes place in an encouraging, supportive atmosphere where children can feel happy, secure and confident to be themselves.

In order to create the best learning environment for this to take place, we provide:-

1. Possible starting points for children's work include stories, drama, dance, music, the work of other artists and close observational work of both natural and man-made materials. In the early stages we feel it is important for children to express themselves freely, possibly drawing upon previous experiences or enjoying experimenting with materials, eg colour mixing or handling clay.
2. A range of materials, tools and techniques for drawing, painting, fabric work, printing, and clay work.
3. Opportunities to work on a variety of scales and in 2D and 3D.
4. Opportunities for children to discuss their feelings/experiences. Encouraging children to talk about an experience or feeling which they are trying to communicate may help them to give form to an idea.
5. Opportunities that promote self-evaluation. Children are encouraged to look critically at their work, not in order to decide whether it is "good" or "neat" etc. but to assess its effectiveness in communicating an idea.
6. Opportunities to see and discuss historical and contemporary works of art and design from their own and from other cultures.
7. Experiences that develop children's independence and a responsible attitude towards themselves and to the task, and to work in co-operation with others.

8. Appreciation and evaluation of art is valued and encouraged.
9. Whatever possible time is made available for children to look carefully and to use their observational skills. They need time to "remember" and develop their powers of memory and imagination. Children need time also. to absorb and extend experiences, time to experiment and time to make a "false start" and try again!

Management

It is the role of the art co-ordinator to maintain an overview of the art curriculum, keep colleagues well informed and offer support, organise resources and update school policy as required.

All staff members are responsible for ensuring that, through thorough planning and teaching, appropriate programmes of study are covered and that the achievements of each child are recorded and reported to parents and to the next teacher. Close liaison between staff is important to ensure that experience, skills and knowledge are built on to, ensuring each child's development and progression.

Evaluation

We recognise the need to regularly review our policy and practice in order to provide and maintain high standards of provision for all children in school.

GUIDELINES FOR MATERIALS AND THEIR USE.

Only materials of the best quality are offered to children. They, together with equipment and tools must be kept in good condition and made readily available.

In order to develop the important skills of observation, concentration and perseverance, the media we offer to the children is limited to powder paint, pencil, fine drawing pens and ink, water colour, biro, fabric and thread and clay. Charcoal and chalk may be used but needs to be appropriate to the ability of the children. Felt-tipped and roller-ball pens are available but their use needs to be carefully considered. A limited range of colours will help to focus on "what the pen does" eg. texture or pattern work. A full colour range may only be appropriate for certain work eg. poster design.

By limiting the media, children are given the opportunity to find out what each medium will do and to really come to terms with it.

It is important that a variety of papers in differing sizes is readily available for children to use. They should be encouraged to make their choice, to talk about it and say how they intend to use it.

The most appropriate paper for use with powder paint is sugar paper as its texture is soft and absorbent. Cartridge paper is most suitable for pencil or pen/ink work. Sometimes paint may be used to illustrate a piece of written work.. Water colour is particularly appropriate for this purpose..

Painting

Powder colours offered include:-

- gamboge
- crimson
- vermillion
- cobalt or prussian blue
- white.

Black paint should not be readily available.(All shades can be mixed without the use of black.) When mixing paint children are encouraged to mix the lighter shade first. This not only is the most economical and successful way to produce the required colour in the correct amount, but results in much brighter paintings.

The paints offered to children should be clean and fresh. This will encourage them to work cleanly and help to form good habits.

A variety of thick and finer squirrel brushes are available for children to choose the most appropriate brush for the task. The thickerr brushes should be used for mixing paint, They should be stored with bristles uppermost in containers. (A separate container for each type of brush).

Children should mix their own paint from their early days in the Reception class. They should learn the routine of:-

"WATER - SPONGE - PAINT - MIX"

from the beginning and this should continue for as long as necessary. They are encouraged to mix thick paint "like cream", to mix small quantities of paint and to make use of the paint already in the palette for further colour mixing. (They should not be frequently washing their palette and wasting paint). However, they should be encouraged to change their water frequently. Cleanliness and tidiness should be encouraged from the beginning. Washing up procedures are listed and displayed above the sinks. In the early years children are taught how to wash their palette, brushes and sponge, how to change the water and how to set up the easel ready for the next child. As children move through school, such skills are extended appropriately to match purpose. Black paint is not used in KS1 to encourage effective colour mixing. At KS2 black may be used appropriately by children who have developed painting skills effectively. These procedures should be constantly reinforced throughout school in order to maintain good standards.

Paint pots should be cleaned regularly and should be always presented to the children in a fresh and clean condition.

Water colours are offered to children towards the end of Y3 as they are able to control the medium. This is introduced initially by painting lines of different tone and colour, moving on to patterning and then being used to illustrate work. Y5/6 teachers revisit colour mixing skills.

Drawing

Experience of working with pencil and pen is particularly important in the development of observational skills. Pattern work also provides opportunities for the development of fine motor skills.

It is important that materials are well organised and accessible so that children can make choices and be responsible for putting them away tidily. Pencils should be kept well sharpened and ready for use. HB pencils are used in the early stages and children are encouraged to really find out what a pencil will do. Later on, as they become more proficient, different grades up to 2B can be introduced (the beginnings of line and tone).

In addition to drawing pens, roller ball pens are available for pattern work and finely detailed work

Fabric Work

As with other areas, children's work can be stimulated by images, stories, drama, music, dance and natural and man-made objects. These will provide opportunities to work from imagination or direct first-hand experience.

The materials offered to children include:

<u>Hessian</u>	Cut to size, pressed and with a chalk line 3 to 4 cms. from the edge (to avoid the children sewing too close to the edge).
<u>Wools</u>	A selection of all colours is centrally stored on trolleys. Each classroom also has its own supply.
<u>Anchor Soft Thread</u>	A range of colours is stored centrally with a selection in each classroom.
<u>Sylko</u>	A range of colours is centrally stored with some basic shades kept in classroom sewing baskets.
<u>Needles</u>	Assorted sizes and types. The large eyed darning needles and tapestry needles are the most suitable for wool and Anchor Soft.
<u>Scissors</u>	These should be kept especially for sewing.
<u>Fabrics</u>	A range and variety of fabrics are kept in each classroom.

Equipment should be stored and presented to the children in an organised way. A basket is most suitable for storage of sewing accessories - a pincushion, a sponge containing a selection of needles and scissors can all be stored in the basket.

Threads should be wound on to strips of card or on to plastic/wooden clothes pegs. (The pegs can be attached to the edge of the basket). Wool should be wound into small balls and stored in shades of one colour.

Completed work should be pressed with a damp cloth if necessary before being mounted.

Children generally begin fabric work by stitching on hessian with wool or Anchor Soft thread. As they progress and their cutting skills develop, material to cut and sew on to hessian is introduced, and skills of appliqué taught.

Initially children may be encouraged to use the "pinch" method as this enables sewing through the fabric to naturally develop. Couching will also naturally develop from this approach. Children should be encouraged to estimate the length of thread they will need and to cut their own thread from the beginning. As they become more proficient, they should learn how to tie a knot at the end of the thread and how to "fasten off". More complex stitches and different embroidery techniques are introduced as the children's ability increases.

Sewing with fabric is introduced as skills develop. Children are encouraged to cut and position each piece of fabric before pinning and sewing on. This allows them to re-arrange and re-position pieces as they go along. A suggested method of sewing on is to oversee the edges of the fabric, rather than going in and out. This gives a neater finish.

Weaving techniques may be introduced using a variety of materials. Barnbywoods provides opportunities for weaving on a big scale.

Clay Work

Children usually work from imagination or from close observation.

For children to produce work of quality it is essential that clay is stored properly and that it is kept in good, workable condition. (It should be moist enough to discolour hands but not too wet so that it sticks to them).

A supply of clay can be made available in each classroom. It should be stored in half brick sized pieces (this can be cut with a cheese wire or short length of string). It should be kept in a plastic sack inside the clay bin.

A dry surface should be used for clay activities. As they work they should be encouraged to push, pull and stretch from one piece of clay rather than try to "stick on" pieces of clay for "arms" "legs" etc. They should work mainly with their fingers and tools are kept to a minimum. A small selection of implements are available for detail, texture or pattern work. Thumb, slab and coil techniques should be introduced as children become more experienced.

When working with clay, children are encouraged to be extremely careful. If clay is dropped on to the floor it is to be picked up or swept up immediately. The use of a damp cloth or mop is discouraged.

Water is not allowed on the clay table. The use of slip may be appropriate for use by older children who are experienced and confident working with clay. Joining with slip may then be introduced.

It is desirable that children work continuously on a model until it is finished, so encouraging perseverance. However, particularly in the early stages, children may wish to 'experiment' with clay, not necessarily working towards a finished product. (If an unfinished model is to be left overnight, it should be completely covered with a plastic bag and made airtight. A wet cloth is not sufficient to prevent the clay from drying out).

Completed models should be left to dry out naturally. They should not be painted.

Clay models can be made in Barnbywoods eg faces on trees. To develop this all staff had Forest Schools training in summer 2012.

Printing

Printing may be undertaken from the early days in school. In addition to natural materials, a collection of suitable everyday objects for printing can be easily made e.g. bobbins, pen/bottle tops, lids. A flat sponge and ready mixed powder paint, with a little washing up liquid added will provide a successful surface for use with these objects. Other types of printing may all be attempted as the children's experience grows.

MOUNTING AND DISPLAYING WORK

When mounting work care should be taken with the choice of paper. Colours should be chosen which will enhance and not detract from a child's work.

When displaying work, concern should be shown for the outer shape of the total work displayed. Lining up the outer edges of each piece generally produces a pleasing result, but consideration should be given to the use of different arrangements to create interest.

We believe that displaying children's work and the respect with which their efforts are treated helps to establish and maintain good standards of work within school. Careful thought is given to the reason for display. A wide range of work by younger and older children, as well as others of the same age or at the same developmental stage, is displayed in the classrooms and shared areas in school. Seeing their work well displayed and obviously valued by the teacher and the school is a great incentive to children and is therefore a good stimulus for future work.

RESOURCES

- Each teaching area has basic art material for drawing, painting, fabric work and 3 dimensional work.
- A selection of cartridge, sugar papers and display papers are kept in labelled paper drawers. A central supply of paper and paint is also held in the large stockroom.
- A selection of fabrics, threads, wools are kept in
A central store
- Visual resources, books, posters, reproduction postcards etc. are in a central store (plan chest) in resource area.
- Artefact are kept in the display resource stockroom.
- Lengths of material for display purposes are stored in the two cupboards opposite the staffroom.

Reviewed September 2017

Next review September 2018