



Policy: Art  
Reviewed: January 2017  
Next Review: January 2019  
Responsibility: Subject Leader/SL  
Category: Curriculum/T&L/Standards

## Nelson St Philip's Church of England Primary School



# Policy for Art

### Statement of Safeguarding Children

At St Philip's Church of England Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Child Protection Officer is: Mrs Kathryn Ellidge, our Headteacher

### Mission Statement

*We love to learn. We learn to love. With Christ as our Guide we love and learn together". Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; every child is special in God's eyes.*

### Art Policy Introduction

- At Nelson St Philip's CE Primary School we value learning and teaching Art because:
  - Art can stimulate creativity and promote imagination.
  - Art provides a stimulating learning environment where children's work is celebrated.
  - Art provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
  - Art provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
  - Art can give children confidence and a chance to produce something without failure, something that is personal to them.
- Art can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how art has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures.

### Aims

#### General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Art at Nelson St Philip's CE Primary School and that these are consistently applied.

#### School Staff

- To promote a confident, positive attitude towards the learning and use of Art making it an enjoyable experience;
- To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- To develop their ability by using a range of materials, tools, and techniques within art lessons.
- To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of art's place within different periods and cultures.



Policy: Art  
Reviewed: January 2017  
Next Review: January 2019  
Responsibility: Subject Leader/SL  
Category: Curriculum/T&L/Standards

### Children

To develop an enjoyment of creative art and see themselves as artists.

To be able to express their own ideas, through art and give meaning to the world around them.

To be able to use a range of materials, tools and techniques at a comfortable level for them.

To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.

To develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

### Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Art.
- To support the children with any art that they may undertake at home.
- To help develop a child's talent for art where necessary and value it as a subject.
- To encourage and praise their child's efforts.
- To come into school and look at the art work that the children have created.

### Governors

- To appoint a designated link governor who will:
  - a) meet with the curriculum Subject Leader at least once a year to find out about;
    - ❖ the school's systems for planning work, supporting staff and monitoring progress;
    - ❖ the allocation, use and adequacy of resources;
    - ❖ how the standards of achievement are changing over time.
  - b) visit School and talk to pupils about their experiences of the curriculum area;
  - c) promote and support the positive involvement of parents in the curriculum area;
  - d) attend training and other events relating to the particular curriculum area;
  - e) report jointly with the Subject Leader
    - ❖ for the School Prospectus;
    - ❖ to the governing body with recommendations, if appropriate, once a year.
- To be understanding and supportive of our aims in learning and teaching Art and monitor and review the Art Policy bi-annually.

### Implementation of the Art Policy

#### Organisation KS1-KS2

- Children have timetabled weekly lessons and they are taught through our Learning Challenge Curriculum. Art is incorporated into the Big Idea themes. The Class teacher ensures that all children are given a wide range of experiences and use of materials. A range of different styles and techniques is shown and children are given opportunities to look at the work of famous Artists and to recreate these works and interpret in their own way.
- Children are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, painting, drawing, printing, collage, clay etc.
- Children are able to use their observation skills as part of their learning, completing a wide range of drawing, painting activities.
- Children are given opportunities to develop their own ideas in art using a variety of materials and tools.
- Children are shown different techniques they can use to develop their knowledge of the subject.

#### Basic skills – KS1/KS2

- Children are given ample opportunities within KS1 to develop the skills necessary to enhance their art. They are taught the basics of using brushes, pencils and clay. etc. They are taught the language of Art and different ways of using the same equipment. i.e. - Which way to use their paper to the greatest effect. How to hold their brush to get the best results.
- Children in KS2 are able to consolidate their learning by using the techniques that they were shown in KS1. They are also given the opportunity to be able to use a wide range of resources.
- Children at both KS1/KS2 have sketch books and are able and encouraged to self-assess. They have to rate their own work and discuss through their books what they think was good and what they could improve.



Policy: Art  
Reviewed: January 2017  
Next Review: January 2019  
Responsibility: Subject Leader/SL  
Category: Curriculum/T&L/Standards

### Cross curricular

Opportunities are used to encourage children to use their creative knowledge over all areas. Art can help provide meaning to all other subjects within the curriculum. Art is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Art can be linked to all other areas and gives a practical approach to learning.

### Resources

- Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists. (examples of their work)
- There are a range of resources in the stock room. The room has everything necessary to ensure good and well-rounded art lessons. It is important that this area is kept tidy so that staff can see what is available to them.
- General resources – different sized/types of paper, backing paper and borders, card, paint, clay, wire etc. are also within the stock room.
- Paint brushes, glue, pencils, felt pens etc. are allocated at the beginning of the year and kept in individual classrooms.
- EYFS have some resources which are for their specific use and to support the Foundation Stage curriculum.
- Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible.

### Lunchtime/ After school clubs

School clubs are provided in both KS1 and KS2 to encourage children to develop their art skills and help them to improve their fine motor control.

### Talented artists

Children who are gifted and talented at Art will be given opportunities to visit a range of Museums. These trips will be organised by the Art Subject Leader three times a year (At the end of every term)

### Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible and gives teacher's the opportunity to show the parents good work through Celebration Worship and Friday Friends.
- Parents/Carers have the opportunity to meet with child's class teachers at least twice a year at Teacher Consultation Meetings and receive an annual report at the end of summer term.
- Parents are welcome to come into the school and look at the displays at any time.
- School also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught.

### Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
  - a) Strategic direction and development.
- Learning and teaching.
  - b) Leading and managing staff.
  - c) Efficient and effective deployment of staff and resources.
- The role of the Subject Leader is detailed further in the Subject Leader Job Profile.



Policy: Art  
Reviewed: January 2017  
Next Review: January 2019  
Responsibility: Subject Leader/SL  
Category: Curriculum/T&L/Standards

- The Subject Leader will have regular discussions with the Head teacher and other senior leaders about learning and teaching in Art and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject and a strategic plan for Art for the following year.
- During the academic year the Subject Leader has specific allocated time for subject self- evaluation activities.

#### **The Art Lesson: Good Practice**

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Nelson St Philip's CE Primary School. These apply to learning and teaching in Art as well as every other curriculum subject area.
- In Art the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them over all other areas of learning.

#### **Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)**

- Children's standards and achievements in Art are assessed in line with the School's Assessment Policy. Assessment in Art for years 1-6 will be by taking examples of children's work throughout their time at Nelson St Philip's CE Primary School and looking at their continued development in Art. The Art co-ordinator will collect samples over a range of areas, using different techniques and media.
- Children's standards and achievements in Art in the Foundation Stage are assessed in line with the School's EYFS Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Assessment in Art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works (we are not all great artists) Art assessment will focus on what individual children have achieved.

#### **Inclusion (please refer also to the School's Inclusion Policy)**

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Nelson St Philip's CE Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

#### **Monitoring and Review**

- The Head teacher, Senior Leadership Team and Art Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Art Subject Leader will report to the governing body on the effectiveness of the policy at least bi-annually and, if necessary, makes recommendations for further improvements.