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| **Ryders Green Primary School**  | **2022** |



**Art**

**POLICY**

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| **Presented to** | **Date** | **Signature** |
| Governing Body | Autumn Term 2022 | (Head) L Blackmore(Chair) |
| Senior Leadership | Autumn Term 2022 |  |
| Staff Team | Autumn Term 2022 | (Head) |
| Review Date | Autumn Term 2024 | (Head)(Chair) |

**Our Vision**

'At Ryders Green Primary School, we have designed the National Curriculum around our key ambition for our children. We want to provide **aspiration** to all of our children despite the barriers they face. To do this we provide opportunities so our children can stand equal with their peers now and in their adult life.'

**‘Every child is an artist.’ – Pablo Picasso**

The importance of a fulfilling arts curriculum is prioritised to support the holistic development of each and every child as an individual. We believe it supports imagination as an inspiration to a child’s creativity, to take risks and to extend cultural understanding. This will provide enjoyable, memorable learning experiences and develop the spiritual, moral, social and cultural understanding of the world in which they live.

**Aims and Objectives**

The aims of Art and Design at Ryders Green Primary are to:

* Stimulate creativity and imagination to enable children to express their ideas, thoughts and feelings through practical experience in a variety of 2 and 3 dimensional media.
* To support children in understanding and appreciating art from a variety of cultures, styles and periods of time.
* Promote children’s enjoyment of Art through a broad and balanced curriculum which builds on previous work and achievements.
* Enable children to develop non-verbal means of organising ideas and expressing thoughts and feelings and record, communicate and express these ideas in different ways.
* Encourage the development of visual perception and visual literacy.
* Extend and broaden the individual’s knowledge about the arts by exploring a wide range of artists, sculptors and architects.
* Provide the children with opportunities to gain first-hand experience of art.
* Develop an individual’s spiritual, moral, social and cultural development through thought-provoking activities and time for self-reflection.

**Skills and Attitudes**

Pupils will be taught to develop a wide range of skills and knowledge which will include:

* Exploring visual, tactile and sensory qualities of materials and processes.
* Developing observational skills with an attention to detail.
* Understanding colour, shape and space and pattern and texture and use these to represent their ideas and feelings.
* Using a wide variety of media in appropriate ways and use a given media in a variety of ways to develop a theme.
* Evaluating a piece of work and be able to go on and modify/change it.
* Reflection on how to develop their skills further.
* Developing the skills of appreciation of other people’s work.
* Designing and making a variety of images and artefacts.
* Using ICT as a skill of recording and expressing ideas.

**Teaching and Learning methods**

The following list contains suggestions for teachers to use in each area:

**Painting**

Explore finger painting

Different sizes of brush

Twigs/sponge/scrunched paper/Combs

Powder paint

Ready mix

Colour mixing

Oil/acrylic and palette knives

**Drawing**

Mark making with a variety of implements

Exploring line with brush, pencils, crayons etc.

Wax crayons Oil pastels Pencils Felt tips

Observational and imaginary drawings

**Printmaking**

Hand/finger prints Potato/vegetable/fruit prints

Found object prints/recycled materials

Rubbings

Rollers

Mono-prints

Stencil prints

Relief blocks (string blocks)

Clay blocks Overlay printing

Press print

**Textiles / Collage**

Collage with paper

Collage with materials

Texture rubbings

Weaving

Stitching

Knotting

Tie and dye/ dip dye

Wood wrapping and frames

**Sculpture**

3D Junk construction (boxes, containers etc)

Environmental sculpture (found objects and natural objects)

Pottery/vessels

Clay dishes (thumb pots, coil pots)

Balloons and sticky tape (heads)

Twig sculpture

Clay tiles/sculpture/slabs (textured and drawn) Pebbles Modroc/plaster of paris

**Information and Communication Technology (ICT)**

Using apps and computing programmes as a tool for art and design

Digital photography

**Videos**

Digital drawings, paintings, design

Combining text, sound and images to express ideas

**Curriculum Opportunities**

Half termly curriculum time is allocated in Key Stage 1 and 2 of 1 hour per week. This may be blocked into longer periods of time, for example to allow for Arts Week or a project.

**Planning**

The use of a system of long, medium and short-term planning will facilitate the organisation of a broad, balanced, coherent and differentiated curriculum.

Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Drawing, Painting, Print-making, Collage, Textiles and 3D.

Through a progression of activities, we will build on, and develop, children’s artistic skills and achievements.

**Display and Presentation of Art and Design**

At Ryders Green Primary School, we believe our displays should be visually stimulating and increase the children’s visual literacy, vocabulary and awareness. It is important to us that each child has some of their achievements celebrated publicly. Displays should be changed regularly.

**Equal Opportunities Statement**

At Ryders Green Primary School, we value every child. Every member of the school community should feel safe, secure, valued and of equal worth. At Ryders Green Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

In order to provide our children with equal opportunities and experiences in line with their peers, children are provided with the opportunities to attend external visits to Art Galleries and providers. Allowing them to explore the arts, develop their skills and gain an understanding of the potential careers options, which will in turn inspire children and deliver our Cultural Capital Offer.

All pupils have equal access to Art to further their learning. The Art Subject Leader is able to advise teachers on the support that can be provided to individual pupils with particular educational needs. Open-ended activities are an effective way of challenging more able children. Successful teaching and learning will depend on the effectiveness of differentiation.

**Learning Process**

Learning is broken down into manageable steps;

Assessment procedures are used to identify successes, difficulties and next steps;

Children are given opportunities to become independent learners;

Children are aware of their own success and progress;

Children are able to evaluate their work to identify areas for improvement.

**Recording, Assessment and Reporting**

Assessment at the end of each unit provides broad descriptions of achievement which relate to expected progression of investigating and making art skills at the end of each year group. This should be used together with assessment of an individual child’s knowledge and understanding and ability to evaluate and make improvements to their work.

Teachers should use appropriate approaches to assessment that:

Allows for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.

Provides clear feedback to pupils to aid further learning.

Teachers are not expected to physically mark the children’s work, but to provide feedback in other ways, i.e. post it notes, verbal feedback allowing for reflection.

**Management of the Subject**

The role of the Art Subject Leader:

To support colleagues in teaching the subject content and developing the detail within each unit;

Renew, update and complement resources needed to deliver the curriculum, within budget constraints.

Audit current practices;

Develop assessment and record keeping thus ensuring progression and continuity;

Keep abreast of developments in art education and partake in CPD.

 **Monitoring and Review**

Art is reviewed through lesson observations, work scrutiny, discussions with pupils and monitoring of plans. Pupil views about the arts provision are developed through discussion, such as school council meetings and pupil voice both verbal and surveys. The Art Subject Leader works co-operatively with the SENCO and regularly discusses with the Head Teacher the progress with implementing the policy in the school.

**Health and Safety**

In order for children to remain safe when using the variety of tools needed in Art, children need to develop a knowledge and understanding of safety procedures and rules. This will include considering risks and hazards and the following of simple instructions to control risk to themselves and others. The children are shown how to use tools and other pieces of equipment safely.

Completed by Rebecca Allen, Art Leader