

Thorn Primary School

Art Policy



Intent

Our school vision for art:

We, at Thorn Primary, strive for excellence and enjoyment in art by providing a safe, secure and caring environment where individuals are valued and respected. We will deliver a curriculum which engages, inspires and challenge pupils, equipping children with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

To achieve these knowledge and skills, our key aims at Thorn are:

- Observing detail focusing on children should drawing what they see
- Expose children to a range of different artists
- Increasing confidence by allowing children to make mistakes
- Striving for high standards
- All children to be proud of their work and teachers to praise children and raise self-esteem
- Children have the freedom to explore and create their own style
- The opportunity to compare, contrast and appreciate different art cultures around them

Implementation

Planning

Teachers use the comprehensive progression skill sheets and the allocation of artist document to plan work. This ensures full breadth and depth of skills and gives children exposure to different artists. Plans are short-term units of work produced in line with the whole school's agreed format annotated after each lesson with under and over achievers. Art may be taught as a discrete subject in the case of specific skills or may form part of a wider topic approach with cross-curricular outcomes.

Teaching and learning styles

The school uses a variety of teaching and learning styles in art and design lessons. We do this through a mixture of direct teaching and individual/ group activities. Teaching focuses on embedding the key aims. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them.

We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Sketch books

Each child has their own Art and Design sketchbook which they take with them to the next class. Providing a record of the child's learning and progression in art as part of their art portfolio. The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. Work should be dated with the learning objective so that it provides a suitable record for both the teacher in making assessment judgements and the child in monitoring their own progress.

Recording in the sketchbook can take many forms and can be used to:

- Practise certain skills and features, and to gather information for use on a larger piece of work
- Annotate and gather ideas from a wide range of artists
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints
- Record details about the item being drawn or sketched for future reference
- Include sketches and working drawings for ideas of things the children want to make
- Gather information to give specific knowledge of how things are made or work

Role of a subject leader

The role of the subject leader is to:

- Advise and support staff in planning teaching and learning of art
- Support staff with art techniques
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice to identify next steps in curriculum development
- Use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- Audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- Compile a portfolio of children's artwork to evidence progression and examples of good practice for staff to refer to
- Keep up-to-date on the use of Art in the curriculum
- Promote art throughout the school e.g. organise an art day
- To monitor use of the sketchbook throughout the school

Impact

Assessment

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected by the subject leader to monitor whole school progression. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations. Teachers assess children termly using children's work and skills sheet. This is passed to the subject leader who termly reviews and tracks data and progress.

Resources

An audit of the art resources is carried out by the subject leader during the summer term. General art stock is re-ordered. Subject leader liaises with class teachers to order specific resources relating to the next academic years themes and skills for each year group. All classrooms are equipped with paintbrushes, PVA glue, sketch pencils and coloured paper as well as specially ordered resources. The art stock cupboards are located in the entrance area and upper key stage 2 corridor hold general art stock – sugar paper, card, paper, materials, oil pastels, paints, and glitter. The libraries are also stocked with useful books relating to artist and techniques.