

# ESTCOTS PRIMARY SCHOOL



## Art Policy

Art has the role in education of helping children become like themselves instead of more like someone else.

Every child is an artist.









# ESTCOTS PRIMARY SCHOOL ART POLICY

## Introduction

Art stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art activities they learn to make informed decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, crafts people and designers. They learn the part art plays in their own and others' lives in contemporary life and in different times and cultures.

## Aims for the teaching of Art and Design

The school aims to:





-  provide visual, tactile and sensory experiences which develop observational skills and stimulate creativity and imagination;
-  provide a balanced and enjoyable programme which builds upon previous experience and extends capabilities further;
-  develop the understanding of colour, pattern, texture, line, tone, shape, form and space;
-  explore the ideas and meanings in the work of artists, designers and crafts people;
-  develop an awareness of the functions of art, craft and design in the children's own lives and in different times and cultures;
-  encourage the children's ability to articulate and communicate ideas, opinions and feelings about their own work and that of others;
-  develop positive attitudes and promote self esteem
-  ensure that art has credibility and status within the curriculum and is displayed thoughtfully throughout the school.

## The Role of Art and Design

A well-organised scheme of work will give children opportunities to find out and learn about the world they live in by building on their knowledge, skills and understanding through activities which relate to their own identity and experiences. It may be taught as a subject in its own right or used to reinforce learning in other areas of the curriculum.

The benefits of art in schools include the development of social skills, environmental awareness, problem-solving capabilities, co-ordination, sequencing, language development, confidence and self-awareness, persistence, awareness of the importance of others' views, beliefs, ideas and values, aesthetic awareness, initiative, practical capability and enjoyment.

Children will:

-  develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise
-  work with others, listen to and respect each other's ideas
-  respect materials and resources they use in their work
-  value the natural and man-made environment.

## Expectations

By the end of Key Stage 1 most children will demonstrate that they: -

### Investigating and making skills

- ✚ are starting to look closely at the natural and man-made world and record what they see
- ✚ are confident in using memory and imagination in developing ideas for art
- ✚ are willing to explore the use of a variety of materials, tools and resources for practical work
- ✚ understand that art has its own language, lines, shapes and colours and they can show some awareness of this in their own work
- ✚ can organise and care for materials and equipment
- ✚ are developing the practice of planning of their work, trying out ideas beforehand and changing if needed
- ✚ Understand that art is personal and an expression of themselves

### Knowledge and understanding

- ✚ can look closely at artefacts and objects, including their own work and talk about them
- ✚ have begun to understand that there are connections between their own work and the work of artists, both past and present.

By the end of Key Stage 2 most children will:

### Explore and develop ideas by: -

- ✚ selecting and recording from experiences and imagination, recording first-hand observations and exploring ideas for different purposes;
- ✚ making thoughtful observations about starting points and selecting ideas to use in their work;
- ✚ selecting and recording visual and other information in a sketchbook and using this to develop their ideas

### Investigate and make by: -

- ✚ investigating, combining and organising visual and tactile qualities of materials and processes, including drawing and developing control of tools and techniques;
- ✚ using a variety of methods and approaches to communicate observations, ideas and feelings and to design and make images and artefacts.

### Evaluate and develop work by: -

- ✚ comparing and commenting on ideas, methods and approaches in their own and others' work;
- ✚ adapt and improve their work and describe how they might develop it further.

### Knowledge and understanding

Children will show awareness of: -

- ✚ visual and tactile elements and how these are combined and organised for different purposes;
- ✚ materials and processes and how these are matched to ideas and intentions;
- ✚ the role and purposes of artists, craftspeople and designers working in different times and cultures.

## Cross Curricular Links

Art and design cross many subject boundaries. It can be used to capture children's imagination and arouse interest and motivation in other curriculum areas. For example:

### Literacy

Poetry, stories and graphic descriptions of characters or events are used as a basis for imaginative work. Pupils are encouraged to talk about and make expressive work to portray their feelings about the world they live in. Pupils look at, discuss and write about the work of other artists.

### Maths

Maths is a central feature of work in art and design through the investigation of shape, scale, space, form and pattern. In making both 2 and 3-dimensional work the pupils use measure and estimation when composing work and in choosing the size, amount, type and quality of materials.

### Information and Communication Technology

The pupils' skills, knowledge and understanding in ICT are developed through the use of a digital camera manipulating images and experimenting with different effects. Having opportunities to use art and design software to create images.





### Inclusion

Teachers ensure all children have equal access to this area of the curriculum. Children should be encouraged to develop confidence and express their feelings in Art as a subject in which success does not depend solely on academic ability.

### Assessment, Reporting and Recording

Children will be assessed throughout the year by teacher observation and discussion with the children about their work. Assessment will not take place in isolation but will be part of a continuous teaching and learning process.

In order to assess children's work, teachers will:

-  pass on children's sketchbooks to next teacher
-  retain a selection of art work for the co-ordinator
-  keep photographic evidence of artwork produced and of displays around the school
-  comment on children's achievement in Art in their annual school report.

### Resources

Each class/year group has the resources required for their planned art activities linked to their topics. These are ordered and stored within the art room along with a central stock of art resources. Art resources are clearly labelled and kept tidy by all staff.

### Learning Environment

June 2023

Art Leader: M Pitman

Within the school, art is valued through displays and should be a vehicle for celebrating the child's work within this subject. Art work will be displayed in the children's classrooms and around the school. For further guidance on displays, see the Display Policy.

The outside environment is used for inspiration and as a resource in the making of art and design.

## Safe Practice

The school's policy takes into account health and safety requirements. Health and Safety awareness forms an integral part of pupils learning. Children will be shown the correct and proper manner in which to use the tools and equipment.

Staff will be informed at the beginning of the school year the names of the qualified first-aiders. Any incident will be reported to the Health and Safety representative.

## Extra-Curricular Opportunities

Children also have opportunities through after clubs to work with external artists and crafts people.

See Appendix 1 for Art Key Vocabulary

## Appendix 1

Art key vocabulary: colour, pattern, texture, line, tone, shape, form, space, materials, processes.

**colour** - what our eyes see that is being reflected or absorbed by light

**pattern** - a design that repeats and can be found anywhere

**texture** - how the piece feels when it's touched. In paintings and other two-dimensional artwork, texture invokes the visual 'feeling' the piece gives off.

**line** - a mark made on a surface that joins different points.

**tone** - tone or shade - how light or dark something is. Tones could refer to black, white and the grey tones between. Colours can have many different tones.

**shape** - when a line becomes an enclosure of space, where the line forms the boundary and the space within is the shape.

**form** - three-dimensional and encloses volume; includes height, width AND depth

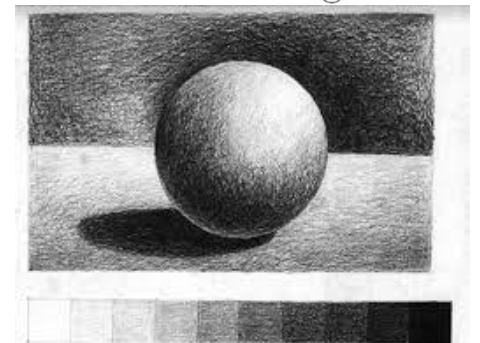
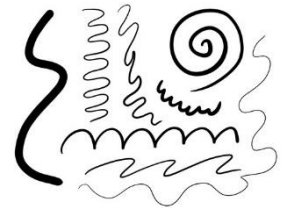
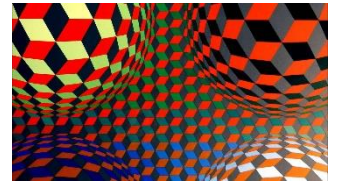
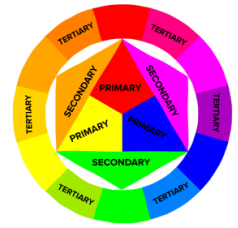
**space** - refers to the artist's use of the area

**materials** - what an artist chooses to make art from. Artists choose materials because of their particular qualities

**processes** - the making of art using materials

NC '...become proficient in drawing, painting, sculpture and other art, craft and design techniques.'

NC KS2 '...to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].'



Painting



Drawing



Sculpture



Printmaking



Photography



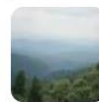
Etching



Aquatint



Woodcut



Aerial perspective