



## WHITCHURCH PRIMARY SCHOOL

### ART POLICY

*'Art has the role in education of helping children become more like themselves instead of more like everyone else.'* Sydney Gurewitz Clemens

#### Statement of Intent:

At Whitchurch we are unapologetic about finding new and better ways to deliver an outstanding art learning experience.

To do this our aims for our curriculum are

- Promote the highest standards of achievement by all pupils.
- Provide children with a diverse range of opportunities such that children are resilient in the face of challenge and are confident enough to take risks.
- Nurture talent so that children can be the best they can be.
- Be uncompromising in our aspirations for our pupils to achieve individual success.
- Give every child access to high quality learning opportunities and resources based on a broad and balanced curriculum that develops the whole child, creatively, in thinking and problem-solving skills and practical artistic abilities.
- Encourage a positive attitude and enjoyment of the creative arts that leads to an appreciation of art from history and around the global.

The intention of our Art curriculum is to deliver a curriculum, which is accessible to all and designed to foster an open-ended exploration of creativity in a safe and nurturing environment. Children are encouraged to take creative risks, allowing them to learn from the journey rather than a predefined end result. The curriculum provides ideas, inspiration and techniques to enable children to explore a wide variety of media in drawing, sketchbooks, sculpture, painting, printmaking, and design. Basic skills are introduced and then built upon. Skills are revisited and the use of ongoing sketchbook work underpins this process.

Four key threads run through the whole school art curriculum and can be seen in every lesson.

*Generating Ideas:* Children are actively encouraged to generating ideas in multiply ways, enabling them to build confidence in their own designs and recognise that ideas can be generated through doing as well as thinking. Through sketchbooks children explore personal creativity and as such they should be experimental, imperfect, ask questions and demonstrate inquisitive exploration. Using these ideas and the work of established Artist, children discover how inspiration can come from many rich and personal sources to feed into creative projects.

*Making:* Through art, children will invent and discover. They have the opportunity to explore materials in an open-ended manner and use them purposefully to achieve particular characteristics or qualities. As a result of our progressive art curriculum by year six our children will independently take action to refine technical and craft skills to improve mastery of materials and techniques and instinctively during the making process, making intelligent and confident creative choices.

*Evaluating:* Reflect regularly upon their work, throughout the creative process, with our older children taking into account the overarching intention. All children will observe the work of others, both peers and artists, to identify how to strengthen their own work. Taking photographs and use digital media with the intention to re-see work and celebrate achievement.

*Knowledge and understanding:* Deepen knowledge of techniques, names of tools, materials and formal elements/processes. Using the appropriate vocabulary to talk about these. Develop knowledge of working within safety parameters when working with artistic tools. Have a breadth and depth of knowledge that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes and recognise and describe some characteristics of each.

#### Statement of Implementation:

The teaching and implementation of the Art Curriculum is in line with the current National Curriculum guidelines and is supported by planning and resources from 'AccessArt'. (*AccessArt works to inspire & enable high quality visual arts teaching, learning & practice. It is the leading provider of digital visual arts resources in the UK, providing inspiration and ideas to the whole community*), ensuring a well-structured approach to this creative subject.

Art is taught as a distinct subject in a skills-based manner where key skills, materials and ideas are introduced in such a way that each child can explore their own creativity, enabling them to grow in confidence, understanding and self-directed learning.

The foundation class provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, design and making, dance, role-play and imaginative play. The range of experiences are imaginative and enjoyable.

In Key Stage 1 and 2, each year of the curriculum is split into 6 projects, one for each half term. Within each year there is a development of skills in the main artform areas and with a variety of media. The plan for each year builds upon previous skills learnt. By the end of Year Six children would have received an exceptional and rounded creative education. The ongoing use of sketchbooks are an integral part of a child's learning journey. They provide a safe place in which to take creative risks, without the fear of judgement. Children have the opportunity to experience what it feels like to take ownership of their learning; to feel a sense of control, pride and motivation. Art vocabulary is built upon year by year and is applied when evaluating and analysing children's own creative work or that of others.

Enrichment activities are planned for within the curriculum taking in gallery trips and visits from in house artists and craft makers. This constitutes an important part of our children's creative process. It provides them with the opportunity to learn about different artists, techniques and styles; widens their horizons, develops inquisitiveness, curiosity and provides them with the physical experience of viewing artwork.

The children's learning is further enhanced with a whole school arts project in the Autumn term where the children have the opportunity to produce a piece of artwork on a specific theme at home. This then forms part of a public exhibition in the local village hall.

We are developing conversation-based assessment in art which takes place on an ongoing basis. This may take place as a class, as a group, or one to one and will feed into processes of reflection and evaluation. We believe this type of assessment underpins good teaching and leads to better outcomes.

Progression may be a spiral, a starburst, a zigzag. Ideally, we need to allow the opportunity to help the child through the creative process; opportunity, exploration, experience and discovery.

### Impact:

Instead of prescriptive outcomes, we believe the role of our teachers is to introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity. By creating a safe and nurturing environment,

pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result. Teachers use assessment questioning through a holistic practice, which takes place during every art lesson through conversation with pupils. We measure the impact of our curriculum through pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

By the end of KS1 children will have:

- Used a range of materials creatively to design and make products.
- Used drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Experienced the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Used sketch books to record their observations.

By the end of KS2 children will have:

- Developed their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Developed further the use of sketch books to record their observations and use them to review and revisit ideas.
- Improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Gained knowledge of artists, architects and designers from history and around the globe and used this to inspire their own creativity.

#### Monitoring and Review:

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art subject leader produces an annual summary report evaluating the strengths and areas for further improvement. Progress is reported annually on a pupil's written report.

#### Health and Safety:

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

Status of this Policy : Approved January 2022

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