



The Academy at  
**St James**  
Aspire, Achieve, Believe

# **Art Policy**

## **May 2023**

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## **1. Rationale**

At the Academy at St James we believe art is a vital part of the curriculum. Art is a fundamental form of human expression.

***“There are two distinct languages. There is the verbal, which separates people...and there is the visual that is understood by everybody.”***

**Yakoov Agam**

Art connects us to ourselves, to others and to the past.

***“Painting is self-discovery. Every good artist paints what he is.”***

**Jackson Pollock**

Art enables children to be inspired and challenged. It encourages children to be imaginative and inventive. It asks children to evaluate and think critically.

***“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” National Curriculum 2014***

## **2. Aims**

- To experiment with materials and make informed choices about them.
- To develop powers of imagination/observation and experience.
- To gain confidence.
- To be creative.
- To solve problems - divergent/lateral thinking.
- To develop technical skills.
- To communicate their ideas and develop visual literacy
- To develop an aesthetic awareness
- To see the connection between their own work and that of artists, craftspeople and designers.
- To know about the work of others and equally value work from different cultures and times.
- To develop the ability to evaluate their own work and the work of others.
- To appreciate visual and tactile qualities in natural and man made environments.

### **3. Implementation**

Our aims are delivered through:

- Effective planning based upon the National Curriculum and Foundation Stage Curriculum at all key stages.
- Links to other curriculum areas.
- Continuity and progression
- Whole class group, pair and individual work.
- Activities which encourage full and active participation by children of all abilities.
- Planning that recognises the need for equal opportunities.

#### The Foundation Stage Curriculum

Children in Nursery and Reception are provided with many opportunities to be creative through both adult led and child initiated learning time. Activities are planned with the Expressive Arts & Design 'Early Years Outcomes' in mind and children work towards achieving the Early Learning Goals at the end of their time in Reception. The Nursery and Reception environments encourage and value creativity. Both classrooms have 'Creative Areas' which are stocked with a range of open ended resources - children are able to access these resources independently allowing them to gain a real interest in and love of creative activities from a very early age. Adults work alongside children in their play in order to enhance their creative ideas and thinking.

#### The National Curriculum

##### Key stage1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

##### Key stage 2

Pupils should be taught to develop 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

## **4. Curriculum Planning**

We carry out the planning of art in 3 phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. Medium and short-term planning is done by the class teachers in key stages.

We plan the activities in art around our theme. This always builds on prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

## **5. Cross Curricular Links**

### **English**

Art contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Through discussion the children develop an understanding that people have different views about art and learn to justify their own views and clarify ideas they have for their own work. The evaluation of artist's work requires children to articulate their ideas and to compare their views with those of other people.

### **Maths**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. For example in drawing children are taught to look for the two and three dimensional shapes in objects as a starting point for their work.

### **Science**

Art contributes to the teaching of science by providing opportunities to work in practical ways with colour, light and differently textured materials.

### **Computing**

The children use computing to research and collect information about artists and crafts people. They are able to use iPad apps to draw on screen and research artists who use this medium..

### **D.T.**

Children are encouraged to use their skills and methods developed in Art for applying aesthetic enhancements to their designs and products.

## **P.S.H.E.**

Art contributes to the teaching of some elements of personal, social and health education and citizenship. Children are taught to discuss their ideas with others and form their own opinions whilst respecting those of others. They learn about the roles of artists, crafts people and designers and their contribution to society.

## **Spiritual, moral, social and cultural development**

Art contributes to SMSC by enabling children to explore art and artists producing work today and in the past and across different cultures. Children work on projects individually and in groups, learning social skills, respect for others and to recognise their own abilities and that of others. The art curriculum allows the children to imagine, reflect, create and enjoy learning about themselves, others and the world around them.

## **6. Assessment**

The assessment of Art is completed during lessons and at the end of a unit of work. Teachers will make assessments through observations while children are completing work, these assessments will include the use of key skills, conversations with children and recorded work. Teachers will also assess work at the end of a unit, making judgements based on the national curriculum and school's progression of skills in art.

Children are also encouraged to make assessments of their own work and evaluate how their work can be improved. Teachers will plan future work to enable children to build on prior learning and develop their key skills.

## **7. Guidelines for delivery**

In order to ensure that our principles and aims are carried out, staff will ensure:

- The school environment is full of interesting interactive displays, which pupils obtain resources to work from.
- Pupils are provided with a range of materials with appropriate storage and retrieval systems.
- Pupils are engaged, motivated and inspired.

## **Art Activities**

Art skills, techniques and knowledge is built on year on year using the whole school Art and Design progression overview. Planned art activities and learning is linked to other areas of the curriculum through the long and medium term plans.

All Art projects are planned and delivered using the same structure. Following the phases of observational drawing, Artist/conceptual link, experiment, the outcome process and reflection/evaluation. Each phase (EYFS, KS1, Lower KS2, and Upper KS2) will be taught to draw, paint, print, collage and sculpt and in particular, make forms from clay. Each term one form of art will be the focus of work but drawing skills will be taught continuously as it is thought to underpin the teaching of art.

Children are introduced to the work of artists from a wide variety of times and cultures and they are researched and used as inspiration for children's work.

## **8. Differentiation**

Art work is differentiated to meet the prior learning and skills of children so that all children can succeed and develop further knowledge and skills. Some children will require breaking down learning into small steps and support through scaffolding. Others can be encouraged to extend their work using techniques learned previously and by ideas found through research into the work of artists.

## **9. Equal Opportunities**

We are committed to creating equal opportunity for everyone whatever their gender, race, disability, culture or religious beliefs and we are conscious of the needs of bilingual pupils and minority groups. We address cultural diversity through including materials and products from different cultures so that achievements from other cultures as well as our own can be recognised and acknowledged.

## **10. SEN**

All children including those with special educational needs have access to the Art curriculum. The initial responsibility is the class teacher's but support is available from other members of staff.

## **11. Health and Safety**

In using materials, tools and equipment, we believe that it is vital that pupils acquire an understanding of the risks to health and safety. Pupils will be taught:

- about the hazards involved in using some art materials
- how to prevent themselves from being harmed
- to show they understand safe working practice by explaining the risks and how to stay safe.