

# CORSHAM PRIMARY SCHOOL

## Art Policy



Reviewed: June 2021

Policy Ratified by the Governing Body: September 2021

Next Review Date: June 2024

# Corsham Primary School Art Policy

## **Rationale:**

We believe that the children should use:

“the arts to formulate and clarify their own ideas and feelings, while developing their personal powers of creative thought and action.”

and subscribe to the following statement:

“If the aims of education are in part to give pupils a sense of excellence and quality in human achievement, then clearly arts teaching will have a central part to play in this”

Calouste Gulbenkian Foundation  
The Arts in Schools

## **Art and design offers opportunities to:**

Stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world

- Develop children’s understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- Explore ideas and meanings in the work of artists, craftspeople and designers, in order to learn more about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions about their art work and to become actively involved in shaping environments Explore crafts, traditions and mediums used in different cultures

## **Aims and Objectives:**

Key Stage 1:

- pupils’ skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools.

During Key Stage 2 (and Key Stage 3)

- teachers should prioritise securing depth and mastery of pupils’ practical knowledge, such as different artistic methods, techniques, media and materials. Securing this knowledge allows pupils to communicate, record and create.
- pupils should have significant time for deliberate practice, re-encountering the core knowledge in different contexts and with growing complexity to develop mastery (for example, drawing with pencil, ink and wire).
- The emphasis on practical knowledge should encompass multiple applications, for example, drawing representationally, drawing expressively and drawing unconventionally.
- Focusing pupils’ attention on the multiple forms in which art exists will help to secure their knowledge of the subject's breadth and diversity.

Teachers should revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative final outcome. art and design is about extending children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through more complex activities. Extending opportunities to build on techniques and use of different mediums to create a variety of effects. In addition, building on knowledge of famous artists and their styles and influences.

## **Meeting the aims:**

Continuity and progression are best served through the Enquiry approach to the curriculum, ensuring that the thread of progression in skills and knowledge is clear between year groups and phases. We believe that this will ensure depth, balance, continuity and progression.

## **National Curriculum:**

The National Curriculum Art and Design programme of study is subject content.

KS1 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, designers, describing the difference and similarities between practices and disciplines and making links to their own work

KS2 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 involving drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

During Foundation Stage, the expressive arts and design opportunities include: exploring and using media and materials:

40-60 months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**Early Learning Goal:**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Here are the objectives for expressive arts and design: being imaginative:

40-60 months

Create simple representations of events, people and objects.

- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

At Corsham Primary School, Art will be taught discretely and also with an integrated approach across the wider curriculum. The programmes of study outlined in the National Curriculum are incorporated in our scheme of work. Extracurricular activities (art club and competitions) will be offered to the children whenever possible. These will supplement the National Curriculum.

**Success Criteria:**

- A wide variety of art skills and knowledge are being taught to pupils across the school which show clear progress. This will be evident through:

Planning the Enquiry to incorporate Art  
Assessment  
Classroom displays  
Atrium displays and gallery frames  
Pupils' Ideas Books

- Resources and children's learning reflect positive images from a wide range of cultural and ethnic models by studying a range of artist from different times and cultures
- Ideas Books show progress through the year groups when compared during book monitoring
- That planning reflects that art is being given the appropriate time and priority within classroom planning. This will be monitored on a termly basis during our curriculum monitoring sessions, classroom observation and pupil conferencing.
- That the quality and standards of children's art improves as they progress through the school.

**Equal Opportunities:**

Teachers should:

- Provide a range of tactile experiences when pupils with visual impairment are investigating and making.
- Adapt tools and equipment for pupils with physical disabilities.

- Encourage pupils with speech and language difficulties to use art as a means of expression.
- Consider how pupils with learning difficulties will make progress in art.
- Consider how pupils with emotional problems can express themselves through art.
- Care should be taken that skills, concepts and knowledge which the pupils develop will not encourage ethnic stereotyping. Similar consideration must also apply to gender.
- Consider gifted and talented artists and how to promote and encourage them through activities in the classroom, awards and extracurricular activities.

## **Rights of the Child**

Corsham Primary is a UNICEF *Rights Respecting School* which promotes the Convention of the Rights of the Child. This policy underpins Article 29 of the convention:

**Aims of Education:** Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or hers cultural identity, language and values and for the cultural background and values of others.