



Art Policy

Implementation date – 2022

Review date – 2024

Art Policy

“If you hear a voice inside you say ‘you cannot paint’, then by all means paint and that voice will be silenced.” – Vincent van Gogh

Art is a unique and diverse visual language. It is common to all cultures and age groups. Art has a role in its own right but has several functions both to the individual and in playing an inherent communicative and supportive role in every curriculum area, making a significant contribution to the quality of learning.

Art experiences enable children to learn, organise, communicate, express and celebrate, using intuitive as well as logical processes.

1.) Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design curriculum 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.

2.) Intent

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

Accordingly, we aim to achieve:

- A broad and balanced art and design curriculum that is inspiring and engaging
- A clearly sequenced learning path that allows pupils to make progress across a range of art and design forms, and which encourages them to be creative and expressive through their work
- Opportunities for pupils to work with and learn from professional artists
- Opportunities for pupils learn about artists and designers that have influenced history and culture in Britain and abroad, including visits to art galleries and installations
- Strong cross-curricular links that compliment other areas of the curriculum

3.) Implementation

St. Michael's follows the **Access Art** scheme of work. This is a nationally recognised scheme used by schools all over the country. It has a wealth of resources, ideas and CPD, and allows a significant range of choice to be made by school in terms of how we wish to personalise our Art curriculum to suit our own aims.

Key stage 1

Pupils should be taught to:

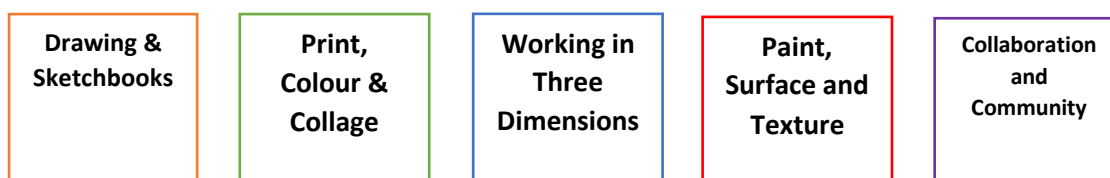
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Recognise the work 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.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Recognise and discuss the work of great artists, architects and designers in history

The Access Art scheme of work divides the National Curriculum range of Art study into 5 main areas:



Each area is taught throughout the academic year and builds upon skills that have been developed previously. In some years, one area may be covered more than once, or can be combined with another area.

In order to immerse children in each of the areas listed above, we will block the teaching of Art and Design into one week each half term. This will typically mean that Art is taught for a series of 5 afternoons, with other subjects being timetabled accordingly to accommodate this.

Art will generally be taught in class groupings, although collaboration between classes and year groups is possible. In addition, the school may have outside practitioners in school to work with the children on various aspects of Art from time to time, linked wherever possible to the learning taking place across their subjects.

Furthermore, we aim to provide opportunities to participate in extra-curricular opportunities for children to engage in additional Art activities, as well as the chance to extend and apply their learnt skills with extended homework projects.

Teachers are given the freedom to link the Art curriculum to the themes being explored in class each term, and will be timetabled accordingly.

4.) Impact

The impact of the art and design curriculum at St. Michael's Community Academy is that we ensure that our children progress to secondary school with the confidence to express their creativity in the subject. They have a good understanding of art and design and its impact on culture and history. They know about artists and designers and how they have influenced the world and country. They are confident that they have the skills to attempt all elements of art and design.

5.) Resources

The quality of resources offered to our pupils as a vehicle for their learning is crucial to the overall impact and success of learning and teaching of Art within the school. Resources are chosen in order to provide a range of approaches that will motivate, inform and enrich the lives of our pupils.

There are also written materials within school, as well as a vast range of online resources, that help organise and support the development of key skills of Art and research into Art. Many of these are available through the AccessArt programme.

Resources are audited annually in order to maintain quality and set aims for purchasing of additional or replacement materials. It is the responsibility of all members of staff engaged in the promotion of Art within the classroom and wider school, to ensure that the resources are used and maintained in a safe and professional manner.

6.) Assessment, Recording and Reporting

Throughout each area of work that is undertaken, pupils record techniques, processes and pieces of art in their sketchbooks/ topic books. Teachers should also use sketchbooks/topic books as a way of evaluating pupil's skills and progress. Sketchbooks are the starting point for a journey to a finished piece of work, but are equally valuable assessment points in their own right. Sketchbooks provide a safety net for experimental art technique, a sand pit for trial and error and choosing paths and techniques towards a final product. Children are encouraged to talk about and reflect upon their work, and that of others, with each other and their teachers. Pupil voice is recorded throughout the school year.

Teachers are asked to keep physical or digital evidence of artwork produced throughout the year, to be provided to the Art subject leader upon request. Displays of Art will be monitored by the subject leader at regular intervals throughout the year. The recording of Art outside of the classroom within the wider school environment should be seen as an opportunity for the promotion of the subject, communication of the skills learnt, and celebration of the success of the pupils regardless of their current ability in the subject.

7.) Special Needs / Inclusion

Art presents huge opportunities for pupils to work and achieve at their own level without a need for this to be externally validated. If Art assessments show that a child may have a barrier to learning, such as a physical or sensory limitation, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will put in place interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

The academy provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, suitable learning challenges are set which respond to children's diverse learning needs. Inclusive strategies are used to secure access to Quality First Teaching for all pupils.

8.) Home and School in Partnership

We recognise that learning begins at home and therefore we value the contributions of parents in teaching and learning. Parents are informed on a termly basis of the topics being covered, and encouraged to support the school's homework policy, of which Art will be a key aspect.

9.) Equal Opportunities

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

This document is a description of our current practice and procedures in the teaching of Art. The elements which make up this practice have been developed to meet the statutory requirements of the Programmes of Study, to deliver the objectives in The National Curriculum, and to reflect the overall philosophy and teaching style of the school. We will continue to promote a creative learning environment in which the individual learning styles of the children are recognised and honoured.