

**Colgate Primary School**

**Art Policy**

OUR VISION: *Working together to be our best*

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| **Approved by:** | Curriculum and Progress Committee | | **Date:** 9 March 2022 |
| **Last reviewed on: 9/3/22** |  | | |
| **Next review due by 9/3/24** | |  | |

**Intent**

**Growth:** At Colgate, we want our children to be curious and confident enough to experiment with a variety of media, tools and techniques. We encourage them to take risks in order to create a piece that has captured their imagination and has encouraged them to think critically about the process, together with end product.

**Community**: Through Art, we encourage our children to appreciate and feel inspired by the work of well-known artists together with those in both our school community and our local community and beyond.

**Diversity**: We immerse our pupils in a range of artwork created by male and female artists and sculptors from different cultures and periods in history. We want them to understand how art contributes not only towards our history but also the world in which we live now.

**Introduction**

At Colgate, we believe that Art has a valuable role to play in the creative development of our pupils. It provides visual, tactile and sensory experiences and a unique way of responding to the world.

*“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**

**Aims**

Art enables children to communicate what they see, think and feel through the use of colour, form, texture, pattern and different materials and processes. Our pupils learn to question, reflect, make informed judgements together with aesthetic and practical decisions through exploring the work of a variety of artists and designers from a range of cultures, time and places. We want our children to see themselves as artists; to not only feel inspired by the work of others but also to inspire those around them with their creations.

We aim to provide an art curriculum that enables all pupils to reach their full potential. We encourage them to take pride in their own achievements and to respect their own work and the work of others. By exploring the work of other artists, our children will be helped to understand that art is a response to the world around us and that there are many approaches to creating a piece of art that they can be proud of.

The National Curriculum for Art 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.

**Teaching and Learning**

Our principal aim is to promote enjoyment and to develop the children’s knowledge, skills and understanding in art. We ensure that the children have opportunities to study the work of artists and they are taught to apply knowledge of their technique to their own work. They are encouraged to experiment and investigate their own ideas and review and modify their work as it progresses.

This is achieved through a mixture of whole class teaching with both individual and group activities. Teachers draw attention to good examples of individual performance as models for other children, whilst valuing the contributions of all children. We encourage children to evaluate their own ideas and methods, as well as the work of others, describing what they think and feel about them. Our children are given the opportunity within lessons to work individually and to collaborate with others, on projects in two and three dimensions and on different scales. Pupils are encouraged to explore a wide range of materials and resources, including ICT where appropriate. We use art from different times, places and cultures to illustrate the diversity of our world.

From Year One onwards, sketchbooks are used to record observations, explore ideas and experiment with different techniques. They are also a vehicle for supporting children in expressing their views through annotating their work and the work of other artists. We recognise that our pupils bring a variety of skills and experience to their learning in art. We set tasks that are open-ended and invite a range of responses. Individual needs of children are met using differentiated tasks where appropriate. We use additional adults to support the learning of individual children or small groups. Continuity and progression will be ensured through the use of our skills progression map and our pupils will be able to develop key concepts, skills and knowledge in art throughout the key stages. Pupils will investigate the artistic techniques in practical work including:

-different qualities of line and tone

-experimentation with colour mixing and application

-the use of pattern and texture

-how shape, space and form are presented in works of art

We also aim to develop the following key attitudes through the teaching of art:

-pride in achievement

-respect for own and others’ work

-respect for the environment, both man made and natural

-an awareness of the role that art plays in our society

We encourage visitors and members of the local community to share their skills with us. We aim to arrange educational visits to museums and galleries as an important part of our curriculum delivery.

**Planning**

At Colgate, where possible, we link the teaching of art to our broad questions, which frame our teaching for each term. Although we do provide opportunities to link the teaching of art to other subject areas, when there are no purposeful links to be made, we focus on the skills needing to be taught for that year group and plan a unit of work accordingly.

Our long term plan maps out the themes covered in each term during the key stages over the course of a one, two or three year cycle, depending on each class.

Our medium term plans give further detail of each unit of work for each term and are created using the skills progression maps. These plans define what we will teach and ensure an appropriate balance of work across each term. The activities that we plan build upon the prior learning of the children. While we give all children the opportunity to develop their skills, knowledge and understanding, our skills progression maps ensure that there is increasing challenge for the children as they move up through the school. We also ensure that our children study a diverse range of artists.

**The Foundation Stage**

Our children in Reception are given daily opportunities to develop their skills in Art through access to a range of activities in our continuous provision. We relate the creative development of the children to the Expressive Art and Design section of the Early Years Foundation Stage (EYFS), which underpins the curriculum planning for children from birth to five years. Our children are encouraged to explore art, music dance, role-play and imaginative play as part of their experience. We support the children with making connections between the different areas of learning in order to deepen their understanding.

Our free flow environment and use of in the moment planning provides rich opportunities for our children to explore their interests and develop their creativity, with the support of adults where needed.

**Contribution of art to teaching in other curriculum areas**

**Computing**

Art has close links with technology and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital photography. The internet can be used to investigate and retrieve information about famous artists and their work.

**English**

Art contributes to the teaching of English by encouraging children to ask and answer questions about the starting points for their work. They are given the opportunity to compare and evaluate ideas, methods and approaches in their own work and that of others, and to describe what they think and feel about them.

**Maths**

Art supports the teaching of Maths by providing opportunities to develop the children’s understanding of shape and space through work in two and three dimensions.

**PSHE**

Art contributes towards the teaching of PSHE as it enables children to discuss how they feel about their own work and the methods and approaches used by others. It supports their social development through the way that we teach them to work with each other.

**Equal opportunities and inclusion**

Through our teaching of art, we provide learning opportunities that enable all children to make progress. We achieve this by setting suitable challenges and by responding to each child’s individual needs. We consider a range of factors such as classroom organisation, resources and differentiation to enable children to learn more effectively. This ensures that our teaching is matched to the child’s needs. Our pupils have access to the full range of activities involved in learning about art. Where children are to participate in activities outside the classroom for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

**Assessment**

Informal ongoing assessments are carried out by class teachers through observations during lessons and conversations with pupils. Work carried out in sketchbooks provide examples of pupil’s understanding through the use of sketches, annotations and exploration of colour, pattern and tone. We encourage the children to assess their own work and the work of their peers.

**Resources**

Resources are organised and stored in a central area. Teachers also have selected resources such as painting and sketching equipment in their classrooms.

**Monitoring**

The monitoring of the standards of children’s work in art is the responsibility of the art subject lead. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The art leader reviews evidence of the children’s learning in art across the school through learning walks, discussions with pupils and looking at samples of work.

**HEAD TEACHER: R.Winn**

**CHAIR OF CURRICULUM AND PROGRESS COMMITTEE: Mr T. Abbott**

**DATE: 9 March 2022 REVIEW DATE: March 2024**