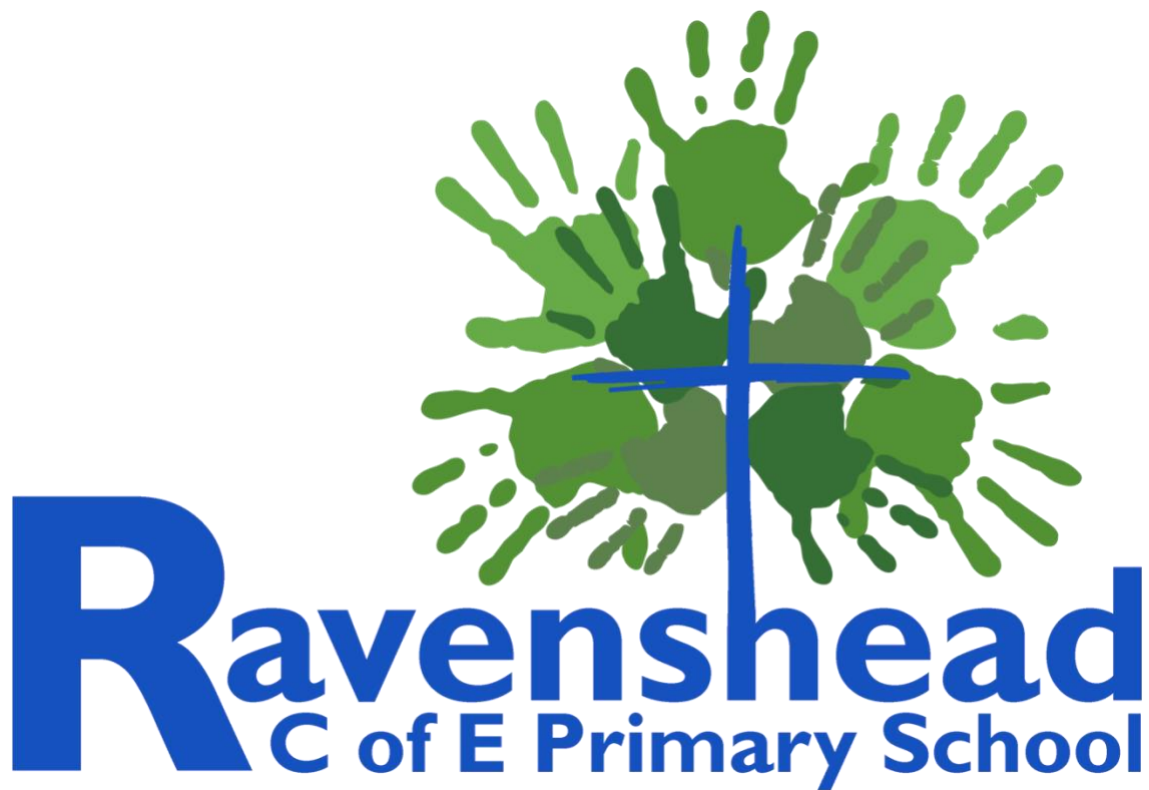




Art Policy

This policy was updated: November, 2023.

This policy will be reviewed: November, 2024.

Statutory policy: No

Source: School

Our School Vision

Our school vision is based on the theme of '**Taking Care**'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and **Respect**.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Why is Art important?

"If children don't have the opportunity to dream, invent, imagine and conceptualise their thinking, they will become dependent on copying and replicating what is already known."

Art is all around us. It is our natural and built world, and it is also in our nature as humans to express ourselves in ways that interest us. This could be through an indefinite amount of media and techniques. However, our unique creative abilities are not necessarily known to us. Therefore, the role of an art curriculum in schools is to foster an environment for children to "dream, imagine invent and conceptualise" whilst allowing them to build a repertoire of skill-based learning and technique.

Art is unique to us all. We make and interpret art in different ways. Therefore, its intrinsic value in allowing us to consider the inference of art, the reasoning behind an artist's interpretation of a theme or skill, is in turn allowing us to value and celebrate the uniqueness of ourselves and others. Art can bring us together in celebration.

When is Art taught?

Art is taught both discretely and through thematic units. Section 2 of the leadership file maps out which thematic units feature this subject. Focused tasks are planned in and across each phase of the Dimensions curriculum.

How is Art taught?

Art is taught through a combination of subject knowledge and skills. Learning takes place both inside and outside the classroom. Art with natural objects say for example take place in our forest or school grounds. There maybe opportunities during the school year to see other artists work or experience art workshops. This will change year to year.

Who do we learn about in Art?

We learn about the following artists:-

- Jack Kirby.
- Julie Taymor.
- Romero Britto.
- Jackson Pollock.
- Pietro D'Angelo.
- Christy Brown.
- Ivan Aivazovsky.
- Cesar Manrique.
- Theresa Elvin.

What do we learn in Art?

In art, we learn about the mediums of collage, textiles, photography, drawing, painting, 3D form and sculpture, as well as mixed media.

Inclusion

All learning opportunities will respond to an individual child's needs. A flexible approach will allow for those that are working below the expected ability of the class and for those that require SEND support. Children who are deemed to be achieving beyond the class standard will be set suitable challenges.

Teaching and Learning

As a school we have adopted the 'Dimensions Curriculum' Learning means the World. This ensures coverage of all skills and knowledge for art, as well as building confidence by building upon prior knowledge and experience.

In all year groups, knowledge is built upon within the following six areas:

- Technique.
- Use of tools.
- Range of artists.
- Architecture.
- Cultural understanding.
- Vocabulary.

In each year group, skills are built upon previous experience including;

- Drawing.
- Painting.
- Printing.

- Textiles.
- Collage.
- 3D-form.
- Modelling and sculpting.
- Planning and refining art work.
- Offering critique on the art work of others.

Aims

The end goal for each key stage is as follows:

EYFS - Explorers:

Our aim in teaching art in Explorers is to give pupils a grounding in some basic techniques and use of tools, whilst encouraging them to be as imaginative and creative as possible. Pupils should know what a paint brush, easel and palette are by the end of this phase and some pupils may be starting to use these tools with increasing dexterity. Pupils should be able to name some primary and secondary colours and select the most suitable ones for their artwork. Pupils should be able to spot patterns and incorporate some they have seen within their own work. It is important that pupils have been made aware that art can be found in various forms everywhere. Pupils should be able to talk about what they see in simple terms and express whether they like or dislike artwork, knowing that there is no right or wrong answer and that we can all have different preferences. Explorers, like the following phases, will have been introduced to well-known artists, have had the opportunity to study their work and use this as inspiration for their own

KS1 – Pathfinders:

Our aim in teaching art in Pathfinders is to encourage the pupils to become more aware of the techniques and tools they are using and recognise that art can be created in many different ways and from a range of materials. In this phase, pupils will have embedded their skills in how to use certain tools, such as holding a paintbrush correctly and picking appropriate colours. They should have developed their drawing skills further by working with lighter and darker shades, producing them, either through increased pressure when using a pencil, or by mixing colours together. They will have also begun to cultivate their techniques in using clay for sculpting, and using tools such as rollers, ink and printing plates in printing. Vocabulary such as 'primary' and 'secondary' colours, 'tints' and 'shade' should be understood by pupils. In Pathfinders, pupils should know that some artists create art with things other than their hands, such as the work of Christy Brown, and that disability does not prevent people from becoming artists. They should also know that artists can use their environment to inspire their work, for example César Manrique uses the windy landscape of Lanzarote and Monet was inspired by the sea. Through Manrique's art, pupils should have more awareness that art can be made from lots of different things, not just paper, pencils and paint.

LKS2 – Adventurers:

Our aim in teaching art in Adventurers is to deepen their awareness of art as an identifying feature of different cultures and religions, as well as building on

techniques and use of tools from Pathfinders. In this phase, pupils should be able to choose from a range of paintbrushes and understand how varying brush sizes can make an impact on what a painting looks like. They should also be able to vary the lines they use when drawing buildings, portraits and landscapes to give their work greater impact. As well as using lines more effectively, pupils should have been introduced to the concept that artists, specifically painters and illustrators, can follow rules to guide their work, for example, the 'rule of thirds' for landscapes. The techniques used in sculpting with clay will have been improved by using 'slip' to make sculptures stronger and using papier mache as another tool for sculpting 3D forms.

In this phase, art as an identifying feature of culture and religion appear regularly. Pupils will be aware of the use of mandalas in Buddhism and geometric patterns that appear in Islamic art. In contrast, they should understand the significance of tattooing as an art form in Central America and Mexico during the Mayan period and how the comic book artwork of Jack Kirby and his Marvel characters has had a cultural impact. In Lightning Speed, pupils will have looked at the work of Gutenberg and how printing is not only an artform but has many practical uses.

UKS2-Navigators:

Our aim in teaching art in Navigators is to challenge pupils in their selection of tools and techniques so that their own works makes more of an impact, and in their understanding of how art can reflect culture and historical events. Throughout this phase, pupils should be able to draw upon the skills and techniques they have used to produce work that is effective and personalised. Pupils will expand their knowledge of colour through, not only mixing, but manipulating contrasting and complementary colours within their work. They will have created sculptures using more complex techniques with clay, such as slab work, and will have needed to delve deeper into their imaginations to create sculptures using small, everyday materials i.e. paper clips.

Pupils should be able to evaluate and critique art, not only produced by professional artists, but by themselves and their peers, giving intelligent and supportive feedback using a wide range of art and design vocabulary. Pupils should recognise when research is required when creating art of a certain style and be aware of the reasons why art is important, making links with historical and cultural events. By the end of this phase, pupils should be able to produce art using a wide range of techniques, select tools for specific purposes and have a developed sense of imagination, whilst being able to link work to a range of historical, social and cultural contexts.

Additional Art opportunities:

Take One Picture:

As a school we have adopted the 'Take one picture' National Gallery project as a resource to complete at the start of each Autumn Term.

Each year the National Art Gallery invites primary schools nationwide to focus on one of its paintings and respond creatively, following the children's questions and ideas. The programme aims to put art at the centre of children's learning across the curriculum, inspiring a lifelong connection with artists' work and with museums and galleries. By exhibiting a selection of the work produced, the programme also provides a platform for celebrating children's work and for fostering a sense of belonging in the Gallery.

At the end of the project we celebrate and display the children's work in our Ogden Knight hall for all to see.

Spirited Arts:

Each year at Ravenshead we enter the spirited arts competition. Every child in school is given the opportunity to produce a piece of art work inspired by a yearly

theme. This should be linked wherever possible to scripture from the Bible. This is a competition and the winner from each year group will be entered into the competition. Children are encouraged to plan their art at home with families and to complete the art work in school.

Resources

The Art subject leader is responsible for discussing resource needs with teachers which will be linked to the Dimensions curriculum where applicable. Increasingly we will attempt to be more eco in our use of recycled materials sourced from the wider school community whilst still ensuring that children have access to the specific tools and materials they need to work creatively.

Display

The purpose of Art displayed around the school is to:

- Value work especially if the work is put up by or with the child present.
- Value and appreciate the work of other artists.
- Provide a stimulating and interesting working atmosphere, where art is valued.
- Show good presentation and a standard to aim for.
- Motivate children.
- Promote self-esteem and boost confidence.
- Give information around a topic.
- Give a point of reference.
- Set agendas and ethos of teacher requirements.
- Make a pleasant environment to work in.

Monitoring and Reporting

The Art subject leader will be responsible for the monitoring and evaluating of Art planning, teaching and work throughout the school reviewing this policy. The Art subject leader will carry out monitoring which may include:

- Interviewing children to discover their perceptions of the subject.
- Work / planning sampling and scrutiny to ensure coverage and progression throughout the school.
- To carry out learning walks to ensure the learning matches the planning.

Assessment and Recording

Teachers will look at the Dimensions Assessment Statements for the academic year. These will inform their judgements. The Blue statements are knowledge based; the black are skills.

During Assessment Week at the end of each term, the teacher will complete assessments for Art. The teacher judgements will be recorded on insight. Assessment judgements are:

- Working towards Age Related Expectations (ARE).
- Just below Age Related Expectations (ARE).
- Age Related Expectations (ARE).
- Exceeding Age Related Expectations (ARE).

At the end of the Term, the Head Teacher will extract all Data overviews and share these with subject leaders.

The subject is monitored by the subject leader through planning scrutiny, learning walks, book looks and pupil voice interviews and/or questionnaires. The subject leader uses this information alongside details provided by class teachers to ascertain whether children are below expectations, meeting expectations or exceeding expectations within each year group. This is kept as a percentage figure for each year group.