

Duddon Saint Peter's CE School



Art Policy

Aims

- to provide children of all abilities, genders and ethnic origins with opportunities to express themselves visually in an enjoyable and individual manner.
- to create a quality learning environment where children's work is valued and attractively presented to share with a wider audience.
- to enrich children's artistic knowledge as they progress and use this knowledge to develop their own creative skills.
- to stimulate children's appreciation of art, craft and design.
- to offer all children challenging opportunities to extend their abilities.

Planning classroom tasks

- Art is taught as a separate subject with integration into topic activities where appropriate. Specific art techniques and skills are taught in groups or to the whole class; drawing, painting, printing, collage, sculpture, graphics, textiles and 3D work. Each child is encouraged to develop these techniques and to use them in individual, group or whole class projects.
- Children are given opportunities to explore, understand and record observations about the world in which they live, using art as a form of communication by which ideas, feelings and opinions can be expressed.
- In order to become visually literate, children need to understand and use an artistic vocabulary so that they can interpret and evaluate their own works of art and those of others.
- In each of the Key Stages children are given the opportunity to explore line, tone, shape, form, space, colour, pattern and texture.
- Children are helped to develop their artistic skills through a variety of creative stimuli such as artefacts, films, written material, photographs, postcards, computer sources and the world around them.
- Children are introduced to the work of local and other artists, craftspeople and designers.
- Visits to art galleries, museums and exhibitions are promoted so that children can respond thoughtfully, critically and imaginatively to a variety of ideas and objects from many cultures and eras.
- Children are encouraged to experiment creatively and taught to select appropriate tools and materials for specific techniques and to use them safely.
- Art activities provide many opportunities for the development of language and these are explored throughout the Key Stages.

Recording and celebrating children's work

A variety of approaches is used to record work in art, craft and design.

Sketchbooks are used at Key Stages 1 and 2:

- to experiment with visual elements e.g. pattern, texture, colour, line, tone, shape, form and space.
- to record observations first-hand and to collect evidence and information which would then be used to generate 2D and 3D work in the classroom.
- to practise and develop specific techniques.
- to gather information from various sources e.g. notes, magazine pictures, photographs, fabric samples.
- Two sketchbooks record work completed: one records progress and assessment; the other is a development sketchbook, allowing children to gather ideas, resources, practise techniques.

Artwork completed in connection with other curriculum areas is kept in the context of the topic book, either as original drawings or photographs. Photographs of children's 3D work are kept as a record of achievement. Children's work is displayed throughout the school and in the wider community.

Assessment and Record Keeping

A natural form of evaluation and assessment occurs during the process of each lesson. This is an informal and ongoing procedure and is a two-way process, in which children are encouraged to develop and improve their work as it progresses.

Information Communication Technology

In Art, children are given opportunities to develop their ICT skills to create, generate and manipulate images through the use of computer software; for example, using the work of William Morris to inspire work on repeating pattern, creating cards etc.

Equal Opportunities

Our work in Art, as in all other areas of the curriculum is equally stimulating for both girls and boys.

Special Needs

- Art is recognised as a medium which can enhance the self-confidence of all children, especially those with special educational needs.
- Children with special educational needs are integrated into the classroom and participate in artistic activities at their own level of ability.
- Specific objectives are targeted for children with special educational needs when introducing new skills and techniques.
- Children who show a particular talent or creativity are encouraged to pursue this and to develop it further.

Safety and Care

The safe use of equipment is seen as essential at all stages of work. The school's Health and Safety Policy and County guidance is available for reference. The safety of the teaching environment is reviewed regularly.

See also Art Pottery Safety Policy.

Signed: ...*Liz Smith*.....

Governor responsible

Signed:

Head teacher

Date: *October 2022*

Date of review *Autumn 2024*