



BRERETON CHURCH OF ENGLAND (A) PRIMARY SCHOOL

Art at Brereton

Introduction

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation. This art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated the subject at Brereton Primary School.

Rationale

"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."

Primary National Curriculum 2014.

Aims and objectives

- Discover a sense of purpose and fulfilment in artist expression through creativity and imagination.
- To improve the children's ability to control materials, tools and techniques within drawing, painting and sculpture
- To increase their awareness of the roles and purposes of art and design in different times and cultures
- To value and respect their work and work of others
- To express ideas and feelings through creative work and in both two and three dimensions.
- To foster an enjoyment and appreciation of the visual arts and knowledge of artist, craftspeople and designers

Programmes of study

EYFS

Within EYFS creative art and design work is encouraged as part of the Early Years curriculum. The enhanced provision, both inside and outside of the classroom, provides children with daily opportunities, to express and show their creative skills. Creative development of the children is linked to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. A rich environment and a range of experiences encourage children to make connections between one area of learning and another which in turn aims to extend their understanding. Children are given opportunities to work independently, within small groups and alongside adults. The activities that they take part in are imaginative, purposeful and enjoyable.

By the end of *Key Stage 1* children 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 and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By the end of *Key Stage 2* children 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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Art and Design planning

Class teachers are responsible for planning and teaching art and design, although there will be times when professional artists and helpers will be involved in the teaching of the topic. The National Curriculum is used to inform planning which is currently set out in medium term topic webs and long-term overviews. The medium-term plans which link strongly to our topics, give details of the activities to be integrated at each key stage within the half term. Art is often taught alongside topic work, rather than discretely, however art and design links are now developing within other subjects such as literacy and RE. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we have begun to build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Teaching and learning styles

A variety of techniques are used to teach art and design. Art is integrated as part of topic work, usually in an afternoon, however when children are given a link and purpose to another subject Art becomes clearer and more understood. The school uses a variety of teaching and learning styles in art and design lessons. The primary aim is to develop the children's knowledge, skills and understanding in art and design through a mixture of whole-class teaching and individual or group activities. Children are now encouraged to evaluate their own work and ideas, and the work of others, and say what they think and feel about them. Children have the opportunity to use a wide range of materials and resources, including ICT and the local environment.

Assessment and recording

Children's progress is assessed informally and continuously during the lessons by the teacher, evaluating progress against the Art National curriculum and against the MTP success criteria via oral questioning and observations.

In Key Stage 2 children produce a sketch book of work to evidence art and design work alongside half-termly 'exhibition' where art and design work is displayed for visitors alongside topic work and home challenges. Key Stage 1 similarly show their art and design work as part of exhibition events.

Resources

There is a wide range of resources to support the teaching of art and design across the school. Classrooms have a small range of basic resources and in the art cupboard more specialised equipment is stored.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of both the class teachers and the art subject leader. The art and design leader monitors the development of art across the school by undertaking learning walks to assess learning environments and displays. Termly sketch book scrutinise will take place to ensure the coverage and progression of skills within each key phase. The work of the subject leader also involves supporting colleagues in the teaching of art and design where and when applicable.

Date	May 2020
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Subject Leader	Hannah Wellings
Nominated Art Governor	