



**Hartsbourne Primary School**  
**Mission statement: Valuing Potential; Creating Opportunities**

**ART AND DESIGN POLICY**

This policy to be read in conjunction with Assessment Policy, Display Policy, DT Policy, Equal Opportunities Policy, Health & Safety Policy, Teaching and Learning Policy, Racial Equality Policy, SEND Policy

**POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

<b>DATE OF POLICY:</b>	SEPTEMBER 2019	<b>DATE OF NEXT REVIEW:</b>	SEPTEMBER 2021
<b>MONITORED BY:</b>	SENIOR LEADERSHIP TEAM	TEACHING & LEARNING COMMITTEE	

**VISION**

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

**RATIONALE**

The Creative Arts are seen as a tool to actively involve, engage and stimulate children through a range of high-quality arts experiences which include visual arts, dance, drama, music, graphic design, creative writing, film/electronic media and photography. Creativity and learning are not only a way of thinking and behaving, but also a means of improving children’s learning across the whole curriculum.

The power and impact of engagement in the arts allows for all children to be given an entitlement to a range of high quality arts experiences, whatever their background and ability, allowing them to be actively involved in shaping their creativity, curiosity, appreciation of and sensitivity to the world around them.

**AIMS AND OBJECTIVES**

At Hartsbourne we aim to provide an art curriculum which will enable all children to develop their learning in art through research, investigating and making and the development of their skills, knowledge and understanding of the subject. They will have opportunities to evaluate their own art and that made by others. We aim to ensure that we provide opportunities to:

- An inclusive arts curriculum of quality, range and depth.
- Record responses to experience(s) and their imagination and observations of the natural and made environment and have work put on display.
- Gather resources and materials, using them to stimulate and develop ideas.
- Explore and use two- and three-dimensional media, working on a variety of scales.
- Review and modify their work as it progresses.
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this to their work.
- Respond to and evaluate art, craft and design, including their own and the work of others.
- Work cross-curricular, studying historical, cultural and religious art.
- Be presented with work of artists, craft workers and designers of both sexes as well as work from a variety of ethnic backgrounds.
- Participate in enrichment opportunities, eg Take One Picture, visit to galleries.



We will achieve this through developing an understanding of the use of the eight elements of art: line and shape; colour and tone; pattern and texture; form and space.

## **TEACHING AND LEARNING**

*'It took me four years to paint like Raphael, but a lifetime to paint like a child.'* Pablo Picasso

The school believes that art is a vital part of the education of all children, aiming to create a sense of enjoyment and a sense of purpose. Art is a means of communication not bound by written or spoken language. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils. Where the supervision of art activities is delegated to teaching assistants, they will have access to training and be able to support pupils effectively.

### **Classroom management**

Educators will demonstrate the ways in which specific materials, tools and processes are organised and pupils are expected to take an increasing level of responsibility for that organisation.

Materials, equipment and resources for art will be organised to promote effective use by pupils. They will be clearly marked or labeled to allow actual or visual access to the children.

Whilst art will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art. These activities will take account of children's previous experience in art.

**Colour Mixing:** Pupils should be provided with opportunities to learn about colour and mix their own colours rather than be provided with ready-mixed shades.

### **Sketch Books**

Most art lessons will begin with mark making, planning, experimenting, which will be recorded in a sketchbook (passed on to the next class teacher each year). Work in the sketchbook will be dated and titled (if appropriate). Pupils will be provided with opportunities for annotations and notes.

## **ASSESSMENT AND PROGRESS (See also Art and Design Assessment Milestones)**

Assessment procedures are followed which relate to the school's overall policy for assessment and end of key stage descriptors. Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year, an observational drawing of a plant, person or object, for example.
- Individual art portfolios containing selected, dated, annotated pieces
- Individual sketchbooks containing dated, annotated pieces.
- A whole class discussion about work at the end of each stage of its development.
- Reference to agreed success criteria.

***Where work is not recorded in books or on paper, photos or video should be taken to provide evidence of process and outcomes. Assessment will also include the following:***



**Questioning and challenging:** asking questions such as “why does it happen this way?” “what if we tried it that way?”, responding to tasks or problems in an unusual way, showing independent thinking.

**Making connections and seeing relationships:** using analogies, making unusual connections, applying knowledge and experience in a new context.

**Envisaging what might be:** seeing new possibilities, looking at things in different ways, asking “what if?” or “what else?”

**Exploring ideas, keeping options open:** exploring, experimenting, trying fresh approaches, anticipating and overcoming difficulties.

**Reflecting critically on ideas, actions and outcomes:** reviewing progress, inviting feedback and acting on it, putting forward constructive comments, ideas, and ways of doing things.

Ongoing formative assessment allows for children’s progress in the creative arts to be monitored across an academic year. A summative statement of children’s ability in creative arts is completed in an end of year report to parents and this information is passed onto the receiving teacher.

Progression and continuity are ensured by reference to the whole school map for art topics and by each educator’s awareness of the activities they should be presenting to their pupils and how these build on the previous art experience of their pupils. Pupil progress can be identified by:

- a development in drawing techniques, hand control and manipulation of tools
- a growing ability in selecting appropriate materials
- ability to identify the techniques and styles of other artists
- response to the evaluation of their own and others work
- developing awareness of scale, perspective and distortion

When children are identified as having an exceptional skill within the arts their talent is nurtured and encouraged. The school actively seeks out local organisations where children can further develop and all children are encouraged to raise their aspirations within the arts.

## **DISPLAY AND PRESENTATION**

The school recognises that care in the effective display and presentation of pupil’s work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil’s learning and on their respect for the subject. (See Display Policy).

## **ENTITLEMENT, SPECIAL NEEDS AND EQUAL OPPORTUNITIES**

All children, regardless of gender, ethnicity, culture or ability, have an entitlement to a creative arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative work should be planned with regard to children’s ability, age and stage of development.

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.

**HEALTH AND SAFETY** Please refer to School’s Health & Safety Policy for further information and COSH records.

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made



aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

The school may decide that it will make its own specific ruling on the use of certain tools or processes.

Specifically, when working with clay: Dust from dry clay can cause irritation if inhaled so every attempt should be made to keep dust to a minimum:

- Work surfaces should be wiped clean with a clean damp cloth.
- Tools, clay boards, rolling pins etc., should be washed at the end of a session (under supervision).
- Clay dropped on the floor should be removed at once.
- Hands should be washed and nails scrubbed after using clay or glazes.
- Cuts or abrasions should be treated immediately.