



Art Policy

INTENT:

- To enable all children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity, imagination and ambition through a range of carefully planned and sequenced activities and new progressive skills.
- To develop increasing confidence in the use of visual and tactile elements, materials and tools.
- To provide all children with opportunities to express themselves confidently in emotional terms through their art experiences.
- To provide all children with the opportunity to have an enriched experience of the visual and tactile world in which they live.
- To develop the children's patience and resilience to realise their ideas and to recognise the possibility of making mistakes without the feeling or sense of failure.
- To develop an understanding of the work of artists, makers and designers from their own and other cultures and to apply this knowledge to their own work.
- To develop all children's capabilities in ICT by working with digital art forms.

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It energises their imagination and is an essential form of personal expression.

While it is fundamentally a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

IMPLEMENTATION:

National Curriculum Coverage / Entitlement

Early Years

Expressive Arts and Design is one of the 4 key areas of the EYFS framework. It involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key Stage 1

Pupils 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

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils 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

End of Key Stage Statements

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study, taken from the National Curriculum.

All children will be taught the skills and principles of art as outlined in the programmes of study in the National Curriculum for art and design. Attainment targets to improve upon are indicated in the co-coordinators file under assessments. In Reception the children follow guidelines for creative development as set out in the Early Learning Goals. At key stage one and two art and design is often rotated or sometimes combined with design and technology depending on the relevant links with the class' current learning journey. Additional to this, creativity should be encouraged in all subjects. Teachers ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding informs this process. Every opportunity is taken for children to develop the key skills; of community, application of number, I.T. working with others and problem solving.

What do Art and Design lessons look like at Merton Bank?

Art lessons will follow a similar structure across school:

1. Researching and looking at focus artists / focus inspiration
2. Technical practice of artistic skills linked to work taken from the focus artist / inspiration focus
3. Practice ideas in sketchbooks
4. Final piece of artwork
5. Self / peer evaluation of artwork

IMPACT:

Assessment

Art feedback is given verbally by teachers, teaching assistants and sometimes by peers. Some pieces of Art evidence will have written feedback in the form of next steps to challenge and progress learning where appropriate. Assessment judgements are based on whether a child has met the progression ladder statement or not. Assessments will be made by class teachers after each project and these will be used to support an end of year assessment judgement for effort and attainment. The subject leader will assess sketchbooks every half term.

COVID 19 Art Update

New simplified projects have been created and some have been merged to allow for good quality learning time when physical classroom time was lost this year, this new overview will remain for the next academic year. An updated progression ladder has been created to allow for the merging of some projects within the curriculum and these documents can all be found in the subject leader file and on Staff Share.

Art projects have also been updated in June 2021 to make links where appropriate to the new History and Geography lines of enquiry that we will be following from September 2021 onwards. Some projects link to the themes of these lines of enquiries, where no links are relevant, projects are to be taught as high-quality stand-alone art projects to ensure skills coverage in line with the progression ladder.

Written by: Emily McKenna (Subject Leader)

Date: June 2021

Review Date: September 2022