



Talavera Junior School
Art Policy

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Talavera Junior School
ART POLICY

At Talavera, we ensure our Art Curriculum embodies the highest form of creativity that is accessible to all, maximising the development of every child's ability and artistic achievement. We engage, inspire and challenge our pupils in order to equip them with the knowledge and skills needed to experiment and express themselves through the use of different art and design techniques (sketching, painting, sculpture and other art and design techniques). Our curriculum enables children to study current and historic artists and apply those techniques and vocabulary to communicate how they see, think and feel about the world around them. It also allows the children to think independently and critically whilst developing an understanding of how art contributes positively to our community. Our art units are designed to show clear progression of techniques throughout the school, taught through a spiral curriculum. This will allow the children to progress onto Key Stage 3 being able to use their sketch book as a tool to record and discuss their creativity, comment on the work of others and discuss their own views as confident, passionate artists.

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."

National Curriculum 2014

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- be confident enough to express their own ideas and evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- have access to a rich cultural capital through planned visits linked to units and stand-alone art days with visiting artists

Practice:

To support these aims, the teaching of art should:

- enable children to become visually literate; they can use and understand art as a form of communication and are able to read and evaluate 2D and 3D works of art competently
- develop the children's creative and technical skills so that ideas can be realised and artefacts produced
- develop the children's aesthetic sensibilities, enabling them to make informed judgements about art
- facilitate the children's design capability
- stimulate the children's capacity to learn about and observe the world in which they live
- encourage the children's ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- develop the children's ability to value the contribution made by artists, craft-workers and designers and to respond thoughtfully, critically and imaginatively to a variety of ideas, images and objects from many cultures.

Teaching and Learning

In order for the school to achieve its aims in relation to the requirements of the New National Curriculum, each year group will:

- follow schemes of work designed to meet curriculum requirements
- follow the long-term plan consisting of four units per year group, ensuring progression of skills in investigating and making as well as developing knowledge and understanding
- follow the medium term plan consisting of objectives to be covered in each term's unit, together with short-term plans of suggested teaching activities, resources and discussion points
- use the resource files when needed; these are intended as support and guidance for non-specialists, so opportunities for imaginative and creative alternatives are outlined and encouraged
- use the addendum showing suggested use of IT in each unit as a reference point

Greater Depth Opportunities

To enable children who show a talent for art and design to be suitably challenged, each year group will:

- use next step stickers to plan in at least three opportunities within each unit taught, to allow the children to experiment with or apply their knowledge and skills in a more challenging way. One of these challenges should be teacher led to allow for greater depth of thinking
- discuss and put forward any talented artists for planned GDS events

Assessment

The medium term planning identifies opportunities for assessment, highlighting the Key Performance Indicators (KPIs) which form the foci for each unit. Formative and summative assessment should inform the short term planning for subsequent units. Objectives should be achieved through individual and group discussion as well as by regular teacher and self-evaluation of children's work as it progresses. All year groups and class teachers should be using the KPI skill statements for pupils and teachers to evaluate their performance within an art unit.

Sketch Books

Sketch books are issued to each child on entry to the school. This is a working document and used regularly to record responses and observations, to gather resources, to explore different media, skills and children's reactions to them, and to be used to inform

their final pieces of work. As a working document, sketch books should be dated and work annotated by the children. There should be clear evidence of repeated practise of a skill rather than one "perfect" attempt; erasers should only be used for artistic purposes such as a highlight in a sketch. Teachers' marking should follow the marking policy. As this is a useful record of each child's development, sketch books should be taken into each class as children progress through the school.

Resources

Digital resources are stored with their respective units of work. These include examples of artists' works to draw upon the richness of art from many cultures. Physical resources are organised in the art cupboards. Ensure that a range of resources draw upon the richness of art in many cultures.

External Enrichment

All children will have the opportunity to access external enrichment in a variety of ways, such as:

- planned trips
- external competitions
- planned art days with visiting artists/illustrators
- links with external community, such as local art college students and care home residents

Display

See display policy.

Health and Safety

Teachers should be aware of the recommendations set out in the Hampshire guidelines for health and safety with particular reference to Art. A class routine should be established for practical activities and children should be encouraged to develop an awareness of safe working practices. Some key points are as follows:

- Children should have access to protective clothing, goggles and gloves as appropriate to the activity.
- Long hair should be tied back.
- Potentially hazardous equipment should be stored securely with containers clearly labelled.
- Glass bottles and jars should not be used unless only being handled by an adult
- Rigorous instructions should be given for using materials and equipment.
- Avoid excessive distribution of dust.
- Teachers/Teaching Assistants should be responsible for the use of aerosols or solvents and rooms should be adequately ventilated.
- Children should wash their hands after handling materials.
- Care should be taken to ensure that the classroom and equipment is used properly cleaned after use. Clay tools and equipment must be thoroughly washed to ensure all clay is removed. Where possible, children should be encouraged to take responsibility for the cleaning of equipment they have used.

This checklist is not exhaustive. Refer to the Hampshire document for Health and Safety, with particular reference to Art, for any queries.