



Sacred Heart Primary School Policy for Art at EYFS, Key Stages 1 and 2

Aim

The school believes that art is a vital part of the education of all children. 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.

The school's aim is to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

'Children may be literate in the usual sense of the term, but development of visually sensitive or literate children is a fundamental reason for doing art... Artists invent, imagine and analyse, as well as apply colour, sculpt and assemble things. But all these activities contribute to what educates children artistically by making them literate in a particularly visual way.'

Rob Barnes 'Teaching Art to Young Children' 1987

Curriculum content and planning

At Sacred Heart Primary School, we aim to:

- Ensure that all children enjoy an active involvement in art, craft and design.
- Ensure that all children have the confidence and the skills to communicate their own ideas through their artwork.
- Give the children the opportunity to experience a broad and balanced range of art activities and to show progression within these experiences.
- Help the children become visually literate and able to identify and apply the key elements of art.
- Support the children in developing their ability to analyse and make informed critical judgements about their work and the work of other artists, using specific art language.
- Teach the children to respond positively and with understanding to the diversity of art, craft and design across different cultures, times and styles.

Through a planned programme of work constructed around the National Curriculum Programme of Study all children will be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in work to be undertaken.
- Develop an increasing ability to observe, analyse and record the world around them.
- Understand and apply the basic principles of art, craft and design to include line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion, perspective.
- Record what they imagine.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as areas to develop.
- Evaluate the outcome of their own work against specified criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.

- Realise their ideas and sustain a level of working from the start to the completion of a piece of artwork.
- Recognise the different approaches taken by artists in their work.
- Recognise that art, craft and design does differ between cultures and reflect the times in which they were produced.

Management and Organisation:

Art and Design is a foundation subject in the National Curriculum.

The Foundation Stage

We encourage creative work in the reception class as this is part of the Foundation Stage. We relate the creative development of the children to the objectives set out in Development Matters, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside other adults. The activities that they take part in are imaginative and enjoyable.

Key Stage 1 Pupils

are encouraged to think imaginatively and to talk about what they like and dislike when being creative. They encourage children to evaluate their own ideas and methods. Pupils learn how to use ICT as part of their designing and making.

Key Stage 2

Pupils work on their own or as part of a team when being creative. They think about what materials are used for and they plan and evaluate their art. They draw on knowledge and understanding from other areas of the curriculum and use ICT. In all contexts, in Key Stage 1 and 2, the subject is taught in a way to ensure progression of skills and knowledge.

Assessment and recording

Assessment procedures are followed which relate to the school's overall policy for assessment, and to the end of Key Stage Descriptions for National Curriculum art.

Assessment relates to the learning objectives for each art activity. Assessment procedures in place are as follows:

- Foundation stage record of achievement
- KS1 and KS2 Individual sketchbooks

Assessment and record keeping will be kept by individual class teachers and be based on evidence gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities e.g planning, designing and photographing practical activities

Special needs and equal opportunities

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.

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

The role of the art coordinator

The art coordinator will:

Promote:

- review regularly the school's art scheme of work and policy, to ensure that they meet the requirements of the National Curriculum, that they are accessible and familiar to all staff, and to ensure that they are modified to reflect any changes, for example new resources or expertise, within the school.
- Be a source of reference for colleagues, and ensure that they are aware of new developments in art.
- Keep up to date on developments in the teaching of art and attend professional training when appropriate.

Monitor

- Monitor continuity and progression in art, by consultation with colleagues and observation of pupil's work
- Monitor the provision of resources for art.
- Have an overview of teaching art in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.
- Meet with the art governor to review the teaching and development of art in the school.

Guide

- Lead training to support the teaching of art: the development of a scheme of work; the development of skills; the development of an understanding of the place of art in children's learning
- Disseminate information about current available in-service training
- Give guidance on procedures for assessment and recording consistent with the school's assessment policy.
- Support less confident colleagues.

Classroom management

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

Teachers demonstrate the ways in which specific materials, tools and processes are organized and pupils are expected to take an increasing level of responsibility for that organization.

Resources

A range of basic resources for drawing, painting and working in three-dimensions is available in each classroom. They are presented in such a way that they are accessible, attractive and are maintained in good order.

Additional, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning about artists, designers and craftspeople are available in the classrooms, art cupboard and the library.

When appropriate the school uses outside resources, such as gallery visits and visits to the school by artists and craftspeople to support pupil's learning in art.

Funding

Management for the funding for art is the responsibility of the art coordinator, in consultation with the headteacher and other colleagues. Monitoring will take place to enable planning for the routine replacement of equipment of materials and for the acquisition and development of art resources.

Health and Safety

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.

Particular care needs to be taken with following:

Plaster of Paris

Plaster of Paris is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form and texture.

However, Plaster of Paris when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands or any part of their body in the mixture as it hardens. This can cause severe burning.

When mixing the plaster with water it is advisable to use a stick rather than the hand, and for those children with skin allergies it is advisable that they should wear Nitrile (non-allergenic) gloves. This process should be used only with adult supervision.

Plaster of Paris is of course used for setting fractured bones but in such cases it is never put in direct contact with the skin. In addition, it is used in relatively thin layers so the heat can dissipate.

Mod Roc

The use of Mod-roc, (plaster impregnated bandage) to construct masks and sculptures may be used under adult supervision. This material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream.

Craft knives, saws and other sharp tools

The school will make a risk assessment of the above tools and advise on the way they may be used to make art. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the Hertfordshire Health and Safety Guidance. (1994)

Review procedures

The school's art policy will be reviewed annually, and additionally when:

- A new coordinator is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety, for example
- There is an impending Ofsted inspection