



Ightenhill Primary School **Art Policy**

Rationale

At Ightenhill Primary School, it is our aim for the art element of our school curriculum to engage, inspire and challenge pupils, equipping them with the knowledge and skills to invent and to create their own works of art.

We believe that teaching and learning in Art and Design is important as it stimulates creativity, imagination and inventiveness. At Ightenhill, we intend to encourage the children to express, explore and celebrate ideas, feelings, attitudes and values through their artwork. We use sketchbooks as a space where children can freely express, create, develop and learn. The sketchbook is at the center of their creativity.

Art provides visual, tactile and sensory experiences and develops an appreciation in pupils of how they understand and respond to the world.

Aims

- To provide opportunities for pupils to develop imaginative and creative minds.
- To explore, develop and practice new skills and ideas using sketchbooks.
- To learn and increase confidence in how to use different materials, tools, equipment and techniques.
- To recognise achievement of artists, designers and craftspeople, from many different times and cultural backgrounds around the world.
- To engage children in artwork using a cross curricular approach where appropriate.
- To celebrate the children's artwork and outcomes using displays and galleries.
- To increase their knowledge of vocabulary when designing their work.

Our School Values

As a school, we have adopted seven core School Values which are:

- Ambition
- Co-operation
- Honesty
- Kindness
- Resilience
- Respect
- Responsibility

Our school values underpin the teaching of art and are at the forefront of our lessons.

This gives children an opportunity to practise these skills and to challenge themselves by experimenting and exploring new ideas using a variety of techniques (showing ambition).

We motivate children to not be discouraged if their first attempts don't go as planned (showing resilience) and to use their practice pieces as a development of progression leading to their final pieces.

We strive to encourage children to share and look after our art equipment and to take responsibility of the resources that they use (showing co-operation and responsibility).

Sketchbooks

It is important that sketchbooks are used to support children in class. This will enable them to practice their skills, also show progression of skills leading to the outcome. By encouraging children to practice certain skills and features, and gather information in their sketchbooks, it is helping them to be more independent and confident artists whilst providing them with a record of their learning in art.

The sketchbook is used as an initial way of recording responses to various stimuli. The most common form of this is through drawings. However, the sketchbook is not just the place for a final polished piece of work. The children are encouraged to think of it as the place to practice, develop and focus their work.

Sometimes work started in the sketchbook will be developed into a finished piece of work elsewhere, in some cases it will not. The sketchbook will act as a reference source of what each child has drawn and will be a resource for future work. Where appropriate work by the children should be dated and be given a title so as to provide a suitable record for both the teacher and the children themselves.

The sketchbook can be used as a place to collect:

- Photographs;
- Photocopies of art works from artists;
- Samples of textures, fabrics, and other materials (materials linking to the topic);
- Colour strips from colour mixing;
- Tone bars from tone work;
- Studies of the effects of media on different types of paper;
- Comments and notes on the use of media e.g. how to mix a certain colour or how to get a certain effect e.g. 'I smudged the pencil with my finger.'

Assessment

Children are encouraged to assess and evaluate both their own work and that of other pupils. Teachers also give verbal communication throughout lessons and assess work through observations and questioning. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

Evidence of skills is recorded in sketchbooks and outcomes are usually displayed or kept in sketchbooks also. This demonstrates the expected level of achievement in art and design in each year of the school. Monitoring of the subject may be carried out by the senior leadership team and the art co-ordinator.

Equal opportunities

All children are involved in the arts curriculum regardless of ability, gender, race, and disability, cultural or religious origin. Children will encounter works from different cultural traditions by men and women, able and disabled.

Specialist equipment is provided as needed and access materials adapted to ensure inclusion for all.

Resources

Resources are based in the main stock area with each classroom having their own basic art equipment.

Specific art resources are bought and hired for art/ history/ geography-based units. Library loans and historical loans provide a highly visual stimulus for the pupils and staff.

Health and safety

Art contributes to the Health and Safety education by enabling pupils to become aware of potential hazards. Art materials should be stored in a safe and appropriate area of the classroom. All children must be taught how to use materials and tools correctly and safely when working with the equipment in practical activities. The hazards and consequent risks should also be highlighted by the teacher. Any cutting tools should only be used under the supervision of an adult. If any spillages occur they should be cleared immediately to prevent any possibility of children or adults slipping. All of the basic art materials found in the classroom are non- toxic. If any new materials are used the teacher must refer to the Health and Safety Policy.

Online Safety

All members of the school community have a responsibility for promoting and supporting safe behaviours online. ICT and online resources are increasingly used across the curriculum. At Ightenhill, we believe it is essential for e-safety guidance to be given to the pupils on a regular and meaningful basis.

Pupils are taught about copyright and respecting other people's information, images, etc. through discussion, modelling, and activities as part of the curriculum. Additionally, pupils are taught to critically evaluate materials and learn good searching skills.

Staff must preview any recommended sites before use. Particular care must be taken when using search engines with the children as these can return undesirable links. We continually look for new opportunities to promote e-safety.

The role of the Art Co-ordinator

- Overseeing the art curriculum and planning.
- Monitoring the learning and teaching of art.
- Keep up-to-date with developments in art by attending courses where appropriate.
- To provide guidance and support in this area of the curriculum.
- To contribute to staff Art inset training.