

# GREAT SANKEY PRIMARY SCHOOL



## Art Policy



*Together We Learn and Grow*

## Art policy

### **Intent**

At Great Sankey Primary, we believe that high-quality art lessons will inspire children to think innovatively and develop creative understanding. It is our aim to give each child in our school a positive and enriching experience of art and deliver an art curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the subject. This will enable them to know more about art and artists, remember more about art and the artists they learn about and understand how to use and apply this knowledge to impact upon their own artwork more.

### **Implementation**

The teaching and implementation of art at Great Sankey Primary school is based on the National Curriculum and the new Early Years Foundation Stage Framework.

Where appropriate, the children are taught art as part of a thematic approach to make links with other areas of learning across the curriculum, however, there are also opportunities where it is taught as a separate lesson. This is to ensure the full coverage of skills and knowledge is taught and built upon.

The children's learning is further enhanced with a whole school PAN Arts project week in the spring term where the children have the opportunity for collaborative working and exploring the different styles and techniques within a whole school approach.

Through a carefully designed Art curriculum, children are given opportunities to develop their skills using a range of media and materials. They learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Pupils use sketchbooks to further explore and develop ideas. Children are introduced to a range of works and develop knowledge of the styles and vocabulary used by a diverse range of famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

In the EYFS, pupils are given the opportunity to explore texture, colour, shape, form and space through having access to art and design activities in the continuous provision. They develop their confidence, imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

Children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular piece.

### **Impact**

On-going formative assessments take place throughout the year and teachers use this information to inform next steps in future lessons; ensuring pupils are appropriately supported and challenged. Progress and attainment are checked against the National Curriculum expectations of attainment for Art. Further information is gathered on the impact

of the art curriculum through pupil voice; work scrutiny; and lesson observations which highlight strengths and achievement and any improvements in knowledge and skills that still need to be embedded.

## **Inclusion**

All children with regard to race, gender and physical and intellectual ability will be given access and opportunity to use art equipment and develop their skills. Adult supervision and encouragement will be provided to small groups and individuals where appropriate. SEN children are actively encouraged to use art and design to develop their understanding of other curriculum areas. There is opportunity to explore and learn about a diverse range of cultures that children in the Western world might not be familiar with.

## **Health and Safety**

All children are taught to use and look after equipment safely and correctly. Children are supported appropriately by adults when using cutting equipment. Children are covered with aprons when necessary e.g. whilst painting, using clay etc. Most art activities are undertaken in appropriate resource areas that have wipeable surfaces and floors. The children are encouraged to tidy both themselves and the areas of work.

## **Review**

The policy will be reviewed annually by the Subject Coordinator with the aim of meeting any new developments and initiatives both nationally and locally.