



## **Art Policy**

## Intent –

At Brookdale Primary School, we believe children should have an understanding and appreciation of art from a variety of cultures, styles and periods of time. We intend on delivering a curriculum which:

- Enables children to study and respond to the manmade and natural world through a variety of experiences using a wide range of media.
- Provides opportunity for personal expression.
- Provides the opportunity for children to develop visual and tactile awareness and teaches them how to look, and explore with their eyes.
- Encourages children to express their thoughts and actions verbally and visually.
- Develops a knowledge of materials, equipment and skills through experimentation and teaching
- Enables children to invent, and create their own pieces of work in 2 and 3 dimensions.
- Challenges children to create work that's inspired by the work of and uses techniques learned from real artists.
- Develops and compliments children's cultural awareness of different times and places.
- Helps children to develop a respect for the abilities of other children, encourages them to collaborate and cooperate across a range of activities and experiences.
- Engages all children and entitles them to the same high-quality level of teaching and learning opportunities.
- Provides equal opportunities for children to apply their skills and knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

The intent of the Art curriculum is outlined and detailed in the Art Progression map

## Implementation -

### EYFS –

In the Early Years Foundation Stage (EYFS), it is our intention to relate the children's creative development to the objectives set out in the Early Learning Goals which underpin the curriculum planning. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which creativity is valued and encouraged. Children are

engaged in a range of imaginative and enjoyable activities, and their responses involve the various senses. The children are given the opportunity to work individually and collaboratively with others.

## Years 1 to 6

- Through Years 1 to 6 children are taught to use a variety of media and to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Sketchbooks are used for children to record their observations, ideas and practice skills taught. They provide the opportunity for children to review and revisit their ideas.
- Art lessons help children build up and practice art and design skills and techniques using colour, pattern, texture, line, shape, form and space.
- Each term children build up a series of skills and techniques which help them create an end product that may be related to another curriculum area or the class “Big Question”. A photograph of the finished piece should be put into the children’s sketchbooks.
- The children are introduced to the work of a range of artists, craft-makers and designers. Units of work give the children the opportunity to describe similarities and differences between different practices and disciplines and to make connections between them.
- Activities provide opportunities for children to compare ideas, methods and approaches in their own work and that of other children, and to say what they think or feel about them.
- Children are taught about hazards, risks and controls which may be encountered when using tools, equipment and materials. Assessment of risk is made before and during lessons by the adult(s) taking a lesson and children are encouraged to manage their environment to ensure health and safety to themselves and others.
- The use of technology may be used to enhance teaching of art and design and when learning about the work of artists and designers. Visual information may be collected using digital cameras and ipads in order for children to develop their ideas or keep a record of them. Observations can be manipulated through the use of photo-editing or painting software and Apps.

## Impact –

- The subject leader is responsible for reporting on standards in art across the school to the governing body.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance and what targets they would set themselves in the future.
- Teachers in Year 1-Year 6 can keep on-going notes on subject assessment sheets. These notes, the children’s sketch books, final pieces and photographic evidence are used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Foundation 2 staff make summative judgements termly by entering data into Tapestry and internal tracking sheets.
- Progress and achievement in art and design are passed on to parents and carers at open evenings and in the annual report.



