



# Broomwood Primary School

## Art Policy



*Together we believe. Together we achieve*

### **Rationale**

At Broomwood Primary School we believe that the Arts encompass a wide range of subject areas and disciplines including Music, Dance, Drama, Art and Design. Arts at our school means providing our pupils not only with the opportunity to learn about and participate in each of these areas, but also providing them with the platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities through performance.

### **Aims**

At Broomwood Primary School, we aim to create a broad and inspiring curriculum that encourages all children to find their passion and personality through the medium of art. The children will have access to Art in accordance with the National Curriculum 2014. 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
- 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.

### **Art in the National Curriculum & Foundation Stage**

The teaching of art is based on the programmes of study for KS1 and KS2. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Broomwood, we aim to give all our pupils the opportunity to undertake a balanced programme of Art, Craft and Design activities, which show progression and continuity. The children will be encouraged to develop such skills as: -

- Creativity and original thinking;
- Problem solving and perseverance;
- Working with a variety of materials;
- Appreciation of art from a wide variety of genres and styles;
- Evaluating their own and others work using appropriate artistic vocabulary;

### **Responsibilities, staffing and role of the subject co-ordinator**

Whilst each member of staff is responsible for the delivery of Art in their own classroom, it is important that they work together to achieve consistency and progression throughout the school.

The subject manager is responsible for: -

- Assisting in the planning of art provision throughout the school;
- Supporting staff in implementing their plans;
- Organising, reviewing and maintaining art provisions;
- Leading workshops and staff meetings where appropriate;
- Maintaining an awareness of current developments in the teaching of Art.

- Formulating and updating the Art policy

**Key Stage 1** pupils should be taught to use a range of materials creatively to design and make products, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using the 7 key aspects: colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Children will be given sketchbooks to collate all their designs, skills and techniques. This sketchbook will go with the children as they pass up through the school.

**Key Stage 2** pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will use their sketchbooks to collate all their designs, skills and techniques.

Within **Early Years** Art is integrated within Expressive Art and Design. Objectives are gathered from the Early Years Foundation Stage Statutory Framework document and pupils are assessed at the end of the Foundation Stage. Pupils are encouraged to use and explore a variety of media and materials.

### **Planning**

At Broomwood Primary School curriculum planning is approached in a thematic way. The topics are built into a two year rolling programme for each class to ensure balance, continuity and progression of skills. Each half term the chosen topic incorporates all relevant curriculum areas. Those aspects of the National Curriculum not covered in this way are taught on a subject specific basis.

The lessons are clearly identified within topic planning. The planning identifies broad coverage and general learning objectives.

### **Teaching**

“Art education offers children the opportunities for a complete integration of their experiences of the world around them by bringing together the elements of perceiving, thinking, feelings and expressing”.

In Foundation stage and Key Stage1 & 2 the arts are taught both explicitly and through a creative cross curricular, thematic approach to learning.

The programme of study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Artistic activities have the advantage that it is relatively easy to limit or extend the difficulty of the task whilst maintaining a coherent whole. Every child should have the opportunity to experiment with artistic skills, materials and tools.

Teachers are encouraged to use their own sketchbooks to document their own journey through art. Modelling how to creatively learn new skills and techniques and compare and contrast a range of artists.

### **Assessment and recording**

Assessment is to be on the basis of the end of key stage descriptions. Records of assessment undertaken and individual children's progress will be maintained in line with the Schools Assessment Policy. Early years will keep evidence of art work in the children's observation files. KS1 and KS2 will

use sketchbooks to store the children's art work or annotated photographs.

## **SEN**

All children are entitled to an Art education. They should be given the opportunity to develop a capacity for self-expression and experience success and enjoyment in Art; regardless of race, gender and ability.

## **Gifted and Talented**

Children at Broomwood Primary School are valued as unique individuals. When a child is particularly talented in any area we do our best to stretch them and help them to grow and to develop. The targets set for the child and the curriculum and we try to help all children to enjoy achieving their best.

## **Disability and equality**

The School welcomes and values disabled people to be an active part of school life. Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils. Staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

## **Resources**

Resources for all practical work are kept in the art store. Each classroom has their own basic selection of resources. There is a selection of teacher's resources kept in the staff room. All children and teachers will have their own sketchbook that goes up with them as they go through the school.

## **Health and Safety**

Pupils are expected to use materials and tools safely in accordance with health and safety guidelines.

## **Evaluation**

In evaluating the effectiveness of the delivery and content of our Art teaching we should be aware of the following questions: -

1. Do we allow the child to express creativity and original thinking through Art?
2. Do we provide children with the opportunity to work with a wide variety of materials?
3. Do we give children access to resources such as prints, painting literature?
4. Do we allow children to study a variety of Art techniques and express their feeling of works

of Art and Artists?

5. Do we cater for direct teaching of individuals, groups or whole class?

6. Do we extend the more able child, and make provision for the child with difficulties?

**Reviewed May 2024**

**R Ellingford**

Approved by the Governors \_\_\_\_\_

Date \_\_\_\_\_