

RIVERVIEW INFANT SCHOOL



Art Policy

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Authorised by	LGB
Version	1.0

Art Policy

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Vision

'Growing together for the future'

Ethos & Common purpose

'All children will reach their academic and personal potential irrespective of gender, race, disability or background'

Rationale for Art

In art we will learn to: investigate, record and develop our ideas by collecting information in our sketch books; learn to use different materials and tools (including Computing) to create our art work; adapt our own work after discussing, comparing and learning from our own and others work; learn more about the visual and tactile elements such as colour, line and shape etc and how to use them; look at art, craft and design work from different times and cultures and use this to help in developing our own work.

Art is a valued part of the curriculum, providing a creative outlet to explore, appreciate and understand the world in which we live in and objects around us. Art explores the mixed media used to create artistic pieces and sculptures in a certain style. In art, pupils learn the skills of still life, developing sketches over time, sculpting and using mixed media in a given style. Art allows children to creatively explore the world and their topics, looking at everyday objects in a different style.

Aims

The national curriculum for Art aims to ensure that all pupils by the end of Key Stage 1, 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.

This prepares children for the next stage in their academic journey;

Key Stage 2

Pupils should be taught 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.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

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Teaching and Learning

Art is taught within the school's own Creative Curriculum as part of our topic work. The school uses a variety of teaching and learning styles in Art lessons. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity to work both on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Each year group will teach a variety of skills which build upon prior learning and to allow them to experience a variety of different artistic techniques.

Resources provided for lessons should include ICT, photographs/ paintings, chosen media, exemplar pieces, objects to draw, painting mats when necessary and sketchbooks. A range of essential art resources should be help within the class room, with others being found in the art resource area.

Assessment for Learning

Teacher assessment takes place throughout each topic. At the end of each unit, assessment against specific criteria are completed within Sonar. The children's performance and achievement is measured as Below, Just At, Securely At, Above or significantly above. This assessment is recorded three times a year but formative assessment is on-going. (See Assessment Policy).

Assessment is carried out using:

- Observations of pupils as they work
- Discussion as they work
- Oral questioning to encourage discussion
- Self-evaluation of final pieces and the design process

Differentiation

In all classes there are children of differing abilities and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be academically more able (AMA) or those who have additional needs (AEN) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Monitoring

The art subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Art. The subject leader is responsible for supporting colleagues in the teaching of art, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. They also must ensure that art lessons are resourced fully, with all media available to staff.