

Ripponden J&I School



Art Policy October 2021

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Intent

At Ripponden J & I School we intend the teaching of art to give each child the opportunity to be creative, to explore their ideas, to record their experiences and make their own products. Teaching will focus on the skills of drawing, painting and sculpture and children will develop these skills as they progress through school. Children at Ripponden J and I School will develop their language of art by evaluating and analysing art, craft and design works made by themselves and by great artists and designers. We aim to give our children experience of the works of art from across the globe which will contribute towards a broad and balanced curriculum at Ripponden J and I School.

Works of art and artists are chosen by teachers to link with each class's half termly theme. We use the National Curriculum guidelines for art and our own art skills framework. Teachers produce Long Term and Medium Term plans for art which show progression across a unit of work and progression from year to year.

Art at Ripponden aims to be inspiring and self-affirming, giving all children a chance to exhibit their talents through displays of their work on the walls and in whole school exhibitions. We hope to foster a life-long love of art and appreciation of creativity in all shapes and forms.

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality."

Quentin Blake, Children's Laureate (1999-2001)

EYFS Framework and National Curriculum

In the EYFS, we encourage independent and adult-led creative work as this links to the Prime Areas of Communication and Language, Physical Development and Personal Social and Emotional Development (EYFS Development Matters 2020). Art is specifically learnt through the area of Expressive Arts and Design.

Expressive Arts and Design ELG's (Early Learning Goals) are:

Creating with Materials

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Art in Key Stage 1 and 2 at Ripponden follows the National Curriculum guidelines.

From the National Curriculum: Primary Curriculum, 2013

At Key stage 1, our pupils will 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 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.

At Key Stage 2, our pupils will 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.

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.

Implementation

Teaching frequency

Children will engage with art daily in Early Year Foundation Stage (EYFS). There will be daily opportunities for painting, modelling and crafting available for children to choose independently in the class continuous provision. Children will also be able to access art freely in the outdoor learning areas. There are also plentiful adult-led art activities relating to the current theme of work which may involve teaching a specific skill or learning about a specific artist. Art in KS1 is taught in blocks of work, with 2-3 lessons at least every half-term. Drawing, painting and sculpture are studied approximately twice in a year and each half-term will focus on one of the following themes: colour, pattern, texture, line, shape, form and space. Art in KS2 is taught weekly in 3 half-terms across the year. Each half term looks at a different skill, so that the children study one half-term of painting, one of sculpture and one of drawing.

Planning schemes

At Ripponden J and I School we follow an art scheme developed in collaboration with all teaching staff and based on the National Curriculum. Each year group uses this scheme to draw up plans for art teaching and learning. Planning is documented

on the Art Long Term and Medium Term plans written by teachers in each year group. These plans are available in the Art Subject Leader's Art File and on our school website. The art subject leader reviews these plans and ensures that there is progression in each unit of work and across the year groups. The subject leader also checks that there are no overlaps in coverage of artists and designers. Lessons will develop children's long term memory by allowing for repetition of art techniques within the year and year on year. Tier 2 and 3 vocabulary for art techniques, processes and equipment is taught within the units and reinforced throughout the year. Artists and their work are chosen to link with the half-termly topic and allow students to expand their knowledge of skills and express themselves in different creative forms.

Inclusion and use of Support Staff

We recognise the fact that we have children of differing abilities in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenges with different resources and different level of preparedness;
- having adults support the work of individual children or small groups

We teach art to all children, whatever their ability and individual needs. Art meets our school curriculum policy of providing a broad and balanced education for all our children. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an Additional Language (EAL).

Resources

We have a range of resources to support the teaching of art across the school. All our classrooms have a range of basic resources and equipment. A range of art paper, printing and sculpting materials are kept in the paper cupboard in the main corridor.

Health and Safety

All children are made aware of health and safety guidelines regarding the use of art and design equipment, tools and materials. Staff ensure they have modelled the safe and correct usage of all tools and equipment prior to the children's use. Staff ensure all children are wearing the correct protective clothing at all times and hand washing procedures take place after the handling of all materials and resources.

The Subject Leader's Role

The role of the Art Subject Leader is to:

- advise and support staff in planning teaching and learning of art;
- formulate and carry out an action plan on a yearly basis;
- update the school's policy and scheme of work;
- support staff with art techniques;
- identify and order appropriate resources and monitor and maintain their condition and availability;
- report to the Governing body;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to;
- keep up-to-date on the use of art in the curriculum and update staff accordingly;
- promote art throughout the school e.g. organise art displays and investigate competition opportunities;
- to monitor use of the sketchbook throughout KS2.

Learning beyond the classroom

Currently there are no clubs that are linked with art at Ripponden J and I School although this will be re-considered in the new year (2021). Art is mainly promoted beyond the classroom through displays around school. Each class has its own display board in the corridors which will display art as well as written work. The main corridor has a large display of art work from each class, based on the same theme. This display changes 2-3 times throughout the year. Twice a year we have invited parents into the hall to celebrate the children's art in a whole school art display, however this has not taken place due to the lockdown and our school's current visitors policy.

Impact

Marking and feedback

Art work is not marked at Ripponden J and I School, but ongoing verbal feedback is given to children throughout their art lessons.

Assessment

We assess the children's work in art whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum statements of attainment stated on the Medium Term plans. This information is used to plan future work for each child. At the end of the year the class teacher makes a judgement on each child's ability in art based on the learning

throughout the year. We judge as meeting the standard or below the standard in art. There are no Greater Depth judgements.

The art subject leader keeps evidence of the children's work in an art portfolio. This demonstrates what the expected level of achievement could be in art and design in each year of the school.

Monitoring

The subject leader monitors the planning of art at Ripponden J and I School by collating all the school's MT plans for art in the art folder. They are examined for coverage of the progression of skills and the National Curriculum. Occasionally the Art Subject Leader may ask for examples of work which represents higher, middle and lower abilities for scrutiny. Examples of work from each class may also be photographed for evidence to collate in the art folder when the art subject leader performs an art learning walk. Children will also be asked to contribute to 'Pupil Voice' once a year to talk about their experience of art at Ripponden J and I School.

Reporting

Children's ability in art is reported at parents' evenings and in end of year reports against National Curriculum attainment levels. In the EYFS, art work may be uploaded in photographs to Target Tracker as part of the ongoing assessment and assessed against the EYFS Early Learning Goals.

Date of Ratification:		Signed: (HEAD TEACHER) (CHAIR OF GOVERNORS)
Review date:		Signed: (HEAD TEACHER) (CHAIR OF GOVERNORS)