

# Policy for Art

‘Together we unlock potential and learn for life’



# Moor First School

**This policy was approved by the Governing Body of Moor First School at their meeting on:**

**Signed .....Chair of Governors**

**Signed .....Co-Head Teacher**

**Signed .....Co-Head Teacher**

Review Frequency:  
Every 3 years

Next Review:  
Jan 2025

# MOOR FIRST SCHOOL

## ART POLICY

This policy outlines the purpose, nature and management of the Art programme at Moor First School. Art is a foundation subject in the National Curriculum. This policy represents the consensus of the whole teaching staff and the implementation of this policy is the responsibility of all teaching staff.

Children in their early years of schooling need to engage within a range of experiences to stimulate their curiosity and imagination. For Foundation Stage pupils, Art is not a specific subject area; however, there is a substantial creative component, expressive to Art, to the Foundation curriculum.

### **Policy Statement**

Moor First School believes that Art not only offers a technical and aesthetic element to the whole curriculum, but also opportunity for pupils to respond in a personal and unique way to the natural and manufactured environment. Art has a strong tradition of enabling people to come to terms with their own thoughts and feelings and communicate their ideas to others. A further important function of Art is its capacity to permit pupils to explore and develop their creativity, self-expression and the worlds of fantasy and imagination. The activities undertaken will enable our children to consider the needs of individuals and society in a cooperative environment.

Pupils in the world today learn as much through visual images as they do through words. The understanding and use of visually communicated information, gathered from a wide range of sources has become a basic skill. Pupils need to learn that pictures and symbols can have several meanings and that different interpretations of them are possible in a modern society and a multi-cultural world.

Teachers will hold appropriate expectations of pupils and create an atmosphere of stimulation support and appreciation in the classroom. Through Art, teachers will promote the growth of confidence and self-esteem and do much to develop and refine individual motor skills and manual dexterity.

## **Moor First School Curriculum Aims**

1. to develop pupils' capacity for imaginative and original thought and experimentation.
2. to develop a sound understanding of the visual elements - colour, texture, line, shape, form, tone and pattern.
3. to develop pupils' aesthetic sensibilities and enable them to make informed judgements about art.
4. to develop particular creative and technical skills and techniques so that ideas can be investigated and artefacts produced.
5. to allow pupils to respond to interesting stimuli in a variety of practical methods and through discussion of their own and others work.
6. to develop pupils' capacity to learn about and to observe the world in which they live.
7. to develop pupils' design capability.
8. to develop pupils' ability to articulate and to communicate ideas, opinions and feelings about their own work and that of others.
9. to develop pupil's ability to understand and value the contribution made by artists, craftworkers and designers and to respond thoughtfully critically and imaginatively to ideas, images and objects of many kinds and from many cultures and in the broad context of contemporary society.

## **Objectives**

In relation to the stated aims, the practice of Art across the school will:-

- Introduce a range of two and three dimensional art, craft and design activities in a systematic way, which encourages confidence and progression in both understanding and skill.
- Provide opportunity for creative responses to a variety of starting points, and to encourage selection and control of appropriate tools and materials.

- Allow time and space for experimenting with materials and ideas in a creative environment.
- Encourage skills of observation and recording from a variety of natural and made sources and to understand how such skills are applied in a variety of contexts.
- Create opportunity to address design issues from concept to realisation through appropriate challenges.
- Provide opportunity to discuss and review their own work and that of others, which can include aspects of evaluation and assessment where appropriate.
- Consider works of art, craft and design from a wide range of times and cultures and where possible relate them to practical activities and other forms of informed response.

### **Entitlement**

All pupils irrespective of their gender, religion, race, ability/disability, special educational need will be able to engage in most art activities, although their levels of ability and understanding may vary considerably. Their work may show a wide range of interpretations and all work should be regarded as an expression of thoughts and feelings. Art offers equal opportunity to pupils of both sexes through a range of appropriate two and three-dimensional experiences. The stimulus for developing images is invariably neutral in origin and mainly pupil centred. It offers opportunity to achieve success at every intellectual level through a wide variety of materials, processes and contexts.

### **Cultural Awareness**

Cultural awareness through studies of the art and craft of different countries is a powerful vehicle to promoting a better understanding. Contemporary culture is infused with multi-cultural elements in food, fashion, art, music, ornament and architecture. Access to the art and artefacts of other cultures and a recognition of their contributions to our own culture should promote a value and understanding.

### **Continuity and Progression**

Progression and continuity are important aspects of Art. Progression is not achieved by giving pupils more difficult tasks, but by regular engagement with the fundamental principles of the subject. These include close analysis of a range of stimuli, practice and experimentation with materials and the development of a technical and critical vocabulary, gradually making more

informed decisions about their work and increasing in independence and confidence.

Throughout the Early Years Foundation Stage, Art will be topic based, however there will be specific skills taught during lessons. National Curriculum children progress and develop through the teaching of specific skills. The National Curriculum is designed to enable experiences to be consolidated and for practical and theoretical issues to be extended.

### **Monitoring, Assessment and Recording**

Monitoring is essential and should be a planned and integrated feature throughout each academic year. All staff have an important part to play in analysing the quality of the topics of study and the work produced by their pupils. All planned work should have clearly stated learning objectives, most of which will be of direct consequence to the accurate assessment of their work. Progress is recorded throughout the year, both formative and summative, of the whole class.

Art and Design is monitored and evaluated by the Subject Leader through a variety of methods including lesson observations, scrutiny of planning, assessment records, samples of work and informal discussions with pupils and class teachers. These assessments are carried out and recorded by the class teacher, through Early Learning Goals and Development Matters and compared against Moor First's end of year expectations. Foundation stage pupils are assessed against the Foundation Stage Profiles at the end of each half term or term. Staff are responsible for keeping their own class records.

### **Staffing/Staff Development**

Moor First School has a coherent approach to staff development, which involves conscious planning with a clear developmental aim in mind. Teacher developmental needs are identified through consultation between teachers and the Subject Leader. After consulting with the teachers, the Subject Leader liaises with the Co-Head Teachers to ensure that these needs are addressed and subsequently met. Teachers teach their own class for Art.

### **Cross Curricula Links**

Throughout class topics in English cross-curricula links are important, actively encouraged and can be integrated into Art in different ways. Pictures and objects can be discussed or written about in relation to their

technique, content, mood, use (where appropriate) and value, as well as researching into the lives and times of different artists, craftworkers and designers from a variety of different periods and cultures.

Pupils own displayed work can be discussed in relation to such contexts. The written evaluations of processes and outcomes in creating work are an important aspect of learning through art and should be integrated into lesson planning.

A sense of time and place is often reflected in art forms from a range of historical periods. Furniture, costume, architecture and food from different times and places are utilised by the artists of those periods.

I.C.T. skills can be developed through research using the Internet, through applying and changing on-screen images in a manipulative and creative way and through digital camera work.

In problem solving a need is identified, ideas are researched, considered and artefacts produced and evaluated, various skills are being developed, for example, working co-operatively and developing personal skills such as flexibility perseverance, invention and creativity. Problem solving can be explored through 2 and 3 dimensional materials, through investigating, outlining and realising solutions. It is an area which brings art in close proximity to Design and Technology, Environmental Study and Architecture.

### **Equipment and Resources**

All materials and equipment should be of good quality and quantity and be well maintained and presented in order to inculcate a respect for all things concerned with the subject. Some resources and materials are kept in the Art cupboard, others in classrooms. The Subject leader is responsible for purchasing and maintaining the resources, in liaison with the Co-Head Teachers. Encouraging pupils' imaginative responses requires adequate visual resources.

### **Display**

The creative work of children should be well displayed throughout the school and whenever possible in combination with the initial stimulus and with clear annotation of the project. Every opportunity should be taken to celebrate the achievement of all pupils. Care should be taken with presenting their work. It will not always be necessary to mount the work on paper, but placement and space around each work are essential ingredients of a good

display. Balance and symmetry are good watchwords and tone, rather than colour, is a good guide for presenting most displays. For 3D work, arrangements on a variety of heights with suitable supports will benefit appreciation of the works. Projects or individual works should have a title, name and should give an indication of the learning objective behind the work and if possible any contextual reference. Interactive displays should be promoted and encouraged, with an invitation to look, consider and respond to them. If displays are to be effective, they should not be up longer than a term.

## **Health and Safety**

When participating in Art pupils are expected to behave in a considerate and responsible manner showing respect for other people and equipment. It is the responsibility of all staff to be aware and vigilant concerning the use and storage of materials and equipment which could present any dangers. During Art activities, pupils will be made aware of and encouraged to discuss safety implications relating to themselves and others.

January 2022

Signed Co-Head Teachers: -----  
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Signed Chair of Governors -----