

Art Policy

Norman Street Primary School



Approved by Governors:

Chair of Governors: Rev K Teasdale

Acting Headteacher: K Hodges

Date: October 2022

Review Date: October 2023



Norman Street School Art Policy

Philosophy/rationale:

Art at Norman Street Primary School is inclusive of all children that gives children the opportunity to express themselves using a variety of media. Children are given opportunities to immerse themselves in a broad and balanced curriculum using visual and creative arts.

The national curriculum outlines that ***'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'***

This policy outlines how we can prepare children to all become their own artists, to practise skills and reflect and evolve these critically. Art allows children to express their own thinking, understanding and ideas through a range of concepts. Art provides hands on practical learning experiences, this makes art accessible to all children and allows all children to achieve and celebrate their achievements. The teaching of art is the responsibility of all teaching staff that is to be monitored over all by the subject leader.

Aims:

The aims of art and design as outlined by the national curriculum for all pupils are:

- produce creative work, exploring their ideas and recording their experiences, using a range of media
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- critically evaluate and analyse creative works using the language of art, craft and design

- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Organisation:

The teaching of art and design should:

- link to national curriculum objectives, deliver opportunities for continuity and progression.
- Link to the progression of skills for each year group including, drawing, painting, sculptures, collage, textiles, photography, the study of artists and links to local museums and artists.
- Skills should clearly be developed and evolved through each year group, evidence of which will be shown in sketchbooks (see sketchbook expectations policy)
- Include access to high quality resources that are organised and maintained regularly by all staff members.
- Art should be taught in a block to allow skills to be built on and developed regularly, these can be standalone topics or link to current topics within year groups
- Skills should be recapped and revisited at regular intervals throughout the year
- Show how to safely and correctly use all equipment, children to become proficient in using a variety of equipment

The role of the co-ordinator

The co-ordinator's role is to ensure art is being taught across all year groups by each class teacher, covering the objectives and progression of skills specific to each year group.

The co-ordinator specifically needs to ensure:

- Coverage is being taught to a high standard across the whole school.
- That planning allows for progression of skills and a breadth of coverage is taught.
- Organise a range of experiences across the school and support teaching staff with specific skills.
- To order and maintain resources for the whole school.
- To track planning, coverage and assessment.

Assessment and record keeping procedures

Teachers will follow the progression of skills for each year group set from the national curriculum for KS1 and KS2. Reception will use the EYFS document to record individual progression.

Assessment will be monitored through class and whole school displays to celebrate children's art work. Through sketchbooks to show the progression of skills and coverage throughout the year. Drop in's, pupil conversations and book studies will be collated to

create a bigger picture of art across the school and will moderate teaching, learning and assessment.

Skills and progression should also be recorded on the whole school tracking system for foundation subjects for each year group. This will be updated once a block has been completed and will be monitored regularly by the art co-ordinator.

Special needs provision

Children of all needs and abilities should be made accessible to art, through differentiated lesson plans, access to resources and differentiated outcomes. Children should be given the opportunity to use technology to aid their learning and use multi-sensory approaches.

Equal opportunities

Children of all ages, genders and abilities will be given the opportunity to access the art curriculum. Throughout the curriculum children will study a variety of artists from different backgrounds, cultures and styles.

Health and Safety

Art requires tools and equipment to be used throughout the programme of study, therefore manufacturing guidelines need to be followed when using equipment. Some risks that may arise are:

- Plaster of Paris (skin issues)
- Clay (issues with Asthmatics)
- Ceramic tile cutters (only to be used by adults)
- Safe use of Cellulose adhesives (strictly **NO** use of wall paper pastes as they can contain fungicides)

Risks and health and safety guidance needs to be highlighted on teachers planning to ensure safe practice during teaching.

When visiting local museums or galleries risk assessments need to be completed prior to the visit. Visitors to school must provide up to date risk assessments prior to visit.

PSHE and Citizenship

Art has many links to PSHE and Citizenship and can be used as a stimulus to start discussion to aid these sessions. Art allows children the opportunity to express themselves and discuss how art makes them feel. It is important to provide children with a range of stimuli from a variety of cultures and backgrounds to expose them to the variety that is available to them.

Multicultural

Art is a diverse subject that opens up many opportunities to study a variety of cultural pieces. Children should be allowed the opportunity to discuss and study a variety of art work available to them.

Technology

As the use of ipads grows throughout our school, this is now being brought into the art curriculum. Children have access to programs such as purple mash which allow children to complete art tasks and achieve objectives through the use of ipads. This can be accessed at home and at school.

Procreate is a programme that is being rolled out to a small number of year groups to begin with, this is drawing software that enables children to add a variety of effects, tone, gradient and experiment with pencils all through the ipad.

Written By: Louise Ryans

Date policy to be reviewed: October 2023

ART RESOURCES

Centrally located - Art Cupboard

Paper – stored in learning centre:

Drawing cartridge

Watercolour (art cupboard)

Coloured sugar paper

Card

Rolls - shiny, coloured (art cupboard)

RESOURCES BOXED UNDER FOLLOWING LABELS

wooden man

pastel pencils coloured

assorted. grey pastels

coloured pastels

marbling ink

assorted drawing ink

chalks

oil pastels

Rollers

Spare paint palettes etc.

Beads and buttons

Jewellery – beads, etc.

Clay boards & tools

Clay rollers etc.

Glitter/shiny bits

Charcoal

Weaving

Weaving Inc. card looms

Silk Painting

Face Paints

Crepe Paper

Screen Printing equipment and inks

Sewing Equipment

Ready mixed Poster Paint

Acrylic and Cromar Paint

Metallic paints

Artefacts for Observational Drawing

Mod-Roc

Fabric - coloured various

Felt

Wool

White or Natural Plain Fabric

Coloured Hessian

Natural Hessian

Leather scraps

A selection of photographs and painting from a variety of artists are available in the bottom drawer of the art cupboard. There is also a selection of books on famous artists and techniques.

Classroom held

CLASSROOM RESOURCES FOR TEACHING ART - KEYSTAGE 1

1. Liquid poster paint
2. Powder paint
3. Palettes to hold powder paints (blue palettes with individual containers)
4. Variety of paintbrushes (flat, round, filbert)
5. Palettes for colour mixing (8 or more per class)
6. Water pots (8 or more per class)
7. Pencils of varying hardness
8. Coloured pencil crayons
9. Plastic crayons
10. Aprons (children provide their own)
11. Variety of paper & size (own choice - include cartridge paper)
12. Large container P.V.A glue
13. Small containers & P.V.A glue & 1 funnel
14. Pritt sticks
15. Dustpan & brush
16. Scissors
17. Sharpeners (Office Store)
18. Erasers (Office Store)
19. H.B pencils (Office Store)
20. Ball of string (each class)

Teacher use: Black felt tipped fine, thick & broad, coloured felt tipped pens (fine & broad) blu-tac (office stores), staple gun (each class), staple remover (each class), staples (office store), paper cutter (small cutter in each class; shared larger cutters).

Please keep this stock in your classroom and inform the Art Co-ordinator of any needs.
Please check the Art cupboard first.

CLASSROOM RESOURCES FOR TEACHING ART - KEYSTAGE 2

1. Liquid poster paint
2. Powder paint
3. Palettes to hold powder paints (blue palettes with individual containers)
4. Variety of paintbrushes (flat, round, filbert)
5. Palettes for colour mixing (8 or more per class)
6. Water pots (8 or more per class)
7. Pencils of varying hardness
8. Coloured pencil crayons (a range of colours per child)
9. Plastic crayons
10. Aprons (children provide their own)
11. Variety of paper (own choice & size – include cartridge)
12. Large container P.V.A glue
13. Small containers & P.V.A glue &1 funnel
14. Pritt sticks
15. Dustpan & brush
16. Scissors (Office Store)
17. Sharpeners (Office Store)
18. Erasers (Office Store)
19. H.B pencils (Office Store)
20. Ball of string (each class)
21. Shades of grey pastels
22. Pencil Pastels/boxed pastels
23. Charcoal selection

Teacher use: Black felt tipped thick & broad, blu-tac (office stores), staple gun

(1 in each class), staple remover (each class), staples (office store), paper cutter (small cutter in each class; shared larger cutters).

Please keep this stock in your classroom and inform the Art Co-ordinator of any needs.

Please check the Art cupboard first