

Warren Wood Primary Academy and The Evergreen Centre Art Policy

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Document Change History

Date:	Version:	Description of Changes:
November 2023	1.2	Added to Trust template and updated

Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale

Art provides a means of expression for all children at Warren Wood school and is taught with an emphasis on allowing opportunities for all children. It allows the children to be practical and encourages them to use their imagination in their own way. Art links into our RECIPE values, especially the enjoyment and perseverance elements. Those that may not find Art as enjoyable as others, are encouraged by the teachers at Warren Wood to promote and embed the other RECIPE values throughout their art lessons. Teachers ensure that children are able to try their best to develop their art skills and feel confident and able to produce a piece of artwork they are proud of. We also encourage children to complete artwork independently, however they are also presented with opportunities to work collaboratively on both class and community wide projects.

Aims

- To develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and manmade world.
- To enable pupils to enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art.
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages. To place them within a wider social and historical context.
- To enable pupils to develop their own artistic skills across a range of different medians.

Objectives

- To provide a range of stimulating and creative opportunities which form a framework for success and enjoyment, thus enhancing pupils' self-esteem.
- To develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience.
- To foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions, both expressively and in design.
- To develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources.
- To encourage pupils to evaluate and review their work and that of others, both individually and in groups.
- To provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas.
- To develop pupils' understanding and appreciation of art and design as a positive force within their everyday life. Using their knowledge to inform their own creative work.
- To encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

Principles of the Teaching and Learning of Art

- Artistic creation is a pleasurable activity that that can provide fulfilment throughout life.
- Artistic observation heightens perception.
- Knowledge of the work of a range of artists contributes to cultural understanding
- As in the National Curriculum 'art' is taken to encompass art, craft and design, the term 'artists' should therefore be interpreted as 'artists, craft workers and designers.'
- When children are presented with a rich range of visual experiences they are better equipped to record from observation and to be imaginative.

- Work in art must be the child's personal response to stimuli. The work must be the child's own work and not a matter of, for example, filling in a picture produced by the teacher or another adult, or using manufactured templates.

Teaching at Warren Wood

Teachers at Warren Wood stimulate activities through a wide range of resources and visual aids for the children. Art is a great way for cross curricular links as it adds to children's experiences and depth of understanding in other areas of their learning. From creating their own artwork and looking at the artwork of famous artists linked into their topic. Teaching art and design allows the opportunity for children to develop their skills of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meaning. Art also allows the children to develop their skills in drawing, painting, sculpture and craft and design using a variety of materials.

Teachers will:

- Share clear learning intentions.
- Use careful questioning.
- Stimulate discussion among pupils.
- Provide learning experiences in which ideas are shared.
- Guide pupils' decision making sensitively.
- Model expressing ideas and feelings.
- Encourage children to express ideas and feelings.

A rich variety of starting points are provided e.g.:

- Observation of natural and made objects.
- The school grounds.
- The work of other artists.
- Stories.
- Poetry.
- Moving images.
- Pupils own experience.
- Music
- The work of illustrators.
- Landscapes

The programmes of study for each Key Stage have been developed into skills maps for each year group. Teachers plan with reference to the skill coverage and building upon prior learning.

During each Key Stage children will have opportunities for:

- Observational drawing.
- Painting.
- Printing
- Sculpture
- Learning about other artists

And for exploring the visual elements of Art:

- Colour.
- Tone.
- Line.
- Pattern.
- Texture.
- Shape.
- Form.
- Space.

Excellence in Art and Design is celebrated in display, including:

- Suitably mounted displays in the classrooms and throughout the school.
- Presentation and display of artwork in assemblies and on other public occasions.
- Whole school projects.
- Competitions.
- Posting onto our school's social media platforms.

Supporting SEND Children Across the Curriculum including the Evergreen Centre.

We adapt the curriculum and learning environment for pupils with SEND: Warren Wood Primary Academy & Evergreen Centre prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

4. Assess arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/ carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.
7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgit to create communication boards for some pupils.
14. To ensure that lessons are as multisensory as possible to support the needs of the children, as well as making sure that adapted equipment is available to pupils, to ensure that the work is accessible.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, and resources and plan different levels of work in the classroom to cater to the various ways children learn.

Cross-curricular and collaborative opportunities

Individual, collaborative group work and class teaching are used as appropriate. The emphasis on our teaching of Art is on practical experience. Tools and materials are organised in a way that makes them accessible. Children are increasingly encouraged to take responsibility for the care and storage of tools and materials.

Art will make a strong contribution to the following cross-curricular themes and aspects:

- Design Technology.
- Literacy.
- ICT.
- The Humanities.
- Citizenship.
- Spiritual, moral, social and cultural development.

National Curriculum links and progression

Using the National Curriculum as a guideline, Key Stage 2 builds upon the skills and concepts developed in Key Stage One, which supports progression through the subject.

Progression can be achieved by:

- Increasing the range of experience, materials and processes, building upon previous knowledge and understanding.
- Increasing the level of challenge and expectation of achievement.
- Continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions.
- Encouraging deeper contemplation and reflection of their own work and that of others. Increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

Making Art accessible to all pupils

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in many art and design activities will be the outcome. However, care in the planning of lesson content for the support of pupils with special educational needs, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation in art may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity, special educational needs or disabilities. An appropriate time for art will be provided for all pupils.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of others within a broader art context.

Health and Safety

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy.

Pupils will be required to wear protective clothing when working with wet media such as glues,

paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Pupils are asked to provide their own overalls and spare ones are available. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature. Secure storage of specialist materials such as electrical tools, dyes, glues and glaze materials will be provided. Guidance will be provided for parents on cleaning the spillage of paint from pupils' clothes.

It is the duty of every member of staff to:

- Ensure that pupils learn in a safe environment
- Ensure that all materials and equipment are stored appropriately and are accessible by pupils as required.
- Ensure that all cutters have guards and are only used by staff.
- Teach pupils to carry scissors properly, holding them by the blade.
- Supervise young children carefully when handling long paintbrushes.
- Ensure that staple guns are only used by adults and pupils only use proper removal tools.
- Ensure that pupils move around in an orderly manner.
- Clear up spillages immediately.
- Ensure that Art and Craft areas are kept in a clean and organised manner.
- Clear sinks and draining boards so that cleaners can clean these areas.

Assessment, Recording and Reporting

Opportunities for assessment will be identified when planning. Their work is to be evident in their Art sketch books, if work is not recorded then a photograph needs to be taken. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment, as appropriate. Children are encouraged to colour in their self-assessment dots at the end of each lesson. Teachers will record key aspects of pupils' progress throughout the year.

Reporting to Parents

This takes place regularly at parents' open evenings and annually through a written report. At the end of each year teachers will make summative assessments of the attainment and progress made by pupils against the National Curriculum programmes of study for each attainment target and use these as the basis for reporting to parents. At the end of each key stage we assess pupils' attainment and report to parents against the end of Key Stage descriptions for art.

Resourcing

- Class resources, such as scissors, glue sticks, pencil etc are stored in classrooms
- Central resources, such as paint, paintbrushes, craft papers etc, are stored in the main stock cupboard located in reprographics room.

- Books for Art are stored in Ladybird Class

Review

The effectiveness of the teaching and learning in art and design will be regularly monitored by the leadership team and the art subject leader. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated. Priorities for in-service training and support will be established. The art lead will liaise with class teachers to find the year groups needing support, and use subject specific PDMs as an opportunity to guide class teachers. This policy will be reviewed every 2 years.