Widney Junior School

Art Policy

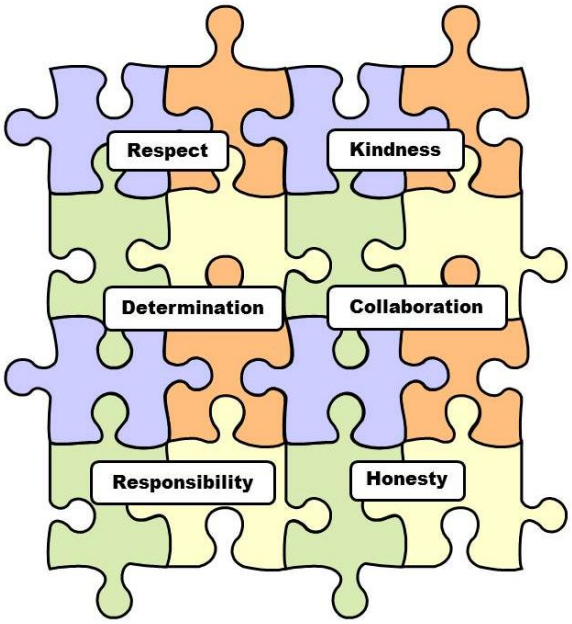
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Our school values

Through discussion by all members of the community including parents, children, teachers and governors, we hold the following values at the heart of our school.



These core values are held by our school and underpin all aspects of the taught curriculum at Widney.

Challenging Stereotypes- inclusion and diversity.

Widney is committed to challenging stereotypes in all aspects of school life. This may be on grounds of race, sexual orientation, faith or gender. Widney is proud to be an active Stonewall school and all staff are expected to work within these guidelines. Within the curriculum for this subject, consideration will be given at the planning stages by the subject leader and the class teacher to promoting diversity in its broadest sense. Opportunities will be given for pupils to reflect, discuss and share opinions within the context of our whole school values. All adults in school have the responsibility to challenge attitudes or actions which may discriminate or be deemed as being derogatory towards another group. We endeavour that our pupils and community show respect, tolerance and empathy in order for them to be responsible members of modern British society.

Intent

At Widney Junior School, art, craft and design has a significant and valuable role to play in the overall ethos of the school. These aims are intended for all children in school. How they are implemented will depend upon the age and ability of the children.

- To provide children with opportunities to express themselves confidently in emotional terms through their art experiences.
- To provide children with the opportunity to have an enriched experience of the visual and tactile world in which they live.
- To ensure the children learn a range of skills so that they develop an expertise in using both materials and equipment, therefore enabling the realisation of their ideas.
- To develop the children's patience and persistence to realise their ideas and to recognise the possibility of making mistakes without the feeling of a sense of failure.
- To develop an understanding of the work of artists, makers and designers from their own and other cultures and to apply this knowledge to their own work.
- To develop the children's capabilities in ICT by working with digital art forms.
- To develop the ability to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers using appropriate language.

Art is an on-going process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria.

Children work individually and within groups to develop social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever possible, the art units are linked to other areas of the curriculum and this gives the children opportunities to develop specific art skills and reinforces skills already established.

Implementation

At Widney, we use 'Access Art' as the basis for our scheme of work. The scheme aims to deliver a rich and exciting visual arts curriculum and enable teachers to grow in understanding, experience and confidence.

Each pathway forms a journey, for both teacher and pupil. Each pathway follows a particular format which aims to promote excellent teaching and learning:

- Warm-up: Artists: Activity: Crit / Reflection
- Artists: Materials: Activity: Crit / Reflection
- Challenge or Brief: Artist: Activity: Crit / Reflection

We alternate between Art and D&T each half-term, using Access Art's Split Curriculum.

Each unit of work is categorised into one of the following areas:

- Drawing & Sketchbooks
- Print, Colour, Collage
- Working in Three Dimensions
- Paint, Surface, Texture
- Collaboration & Community

(See Appendix A for the long term plan for each year group's units of work)

Objectives

In their own work children should be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Understand and apply the basic principles of art, craft and design to include: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record progress through a topic in a sketchbook, including initial ideas and thoughts.
- Evaluate, critique and discuss the outcome of their own and others' work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.

Teaching and learning strategies (including SEN and G+ T)

At Widney, art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.
At Widney, one unit of work will be completed each term. Knowledge Organisers detailing subject specific vocabulary and skills to be taught, are provided to year groups to support in creating lessons based upon the National Curriculum objectives.

- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest, e.g. Birmingham Museum and Art gallery / Temples etc.
- Special needs children need to be catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem.
- G+T children are identified by staff at Widney and are challenged in lessons.
- Develop clear links between art and design technology to proved opportunity to develop the children's IT capabilities. This may include visual clips, computer programmes, use of video/camera equipment and sound clips.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.

- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

Art is planned creatively to harness learning opportunities from across the curriculum. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

Matching tasks to pupils' abilities

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most-able, can be working to their full potential in all art lessons.

Use of Sketchbooks

Sketchbooks are used in Year 3 through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals.

The contents of the sketchbook could include experiments with using various marking media drawings in a range of media that are:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of the basic skills development
- Photograph and other illustrative material to support on going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Organisation, management and CPD

Art at Widney is alternated with Design and Technology each half term and must equate to a minimum of 1 hour per week or the equivalent.
The acquisition of skills and learning in art is best scheduled on a weekly basis; however, the teacher has the freedom to block out specific time for art and design. Curriculum teams/SLT may monitor clearly identified aspects relating to the school improvement plan and feed this back to staff/ co-ordinator. Any areas for development are identified (either by the member of staff or through monitoring) and are addressed with appropriate CPD (e.g. working with another member of staff, INSET/course training, which then can be feedback to the rest of the staff if needed).

Role of the Co-ordinator

- Produce the Art Policy and assist with the year group plans that meet the statutory requirements.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- To purchase and organise the appropriate art resources.
- Attend relevant in-service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

Role of the class teacher

The class teacher is responsible for teaching and developing the year group plans to ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.
Class teachers are responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it. At Widney, there are opportunities for cross-curricular artwork to be produced. This fits in with our creative curriculum. Where possible, pupils will be introduced to artists from around the world and time periods to enhance their knowledge and skills.

Health and Safety (Including e-safety)

Widney Junior School is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing, sculpture and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher. Areas of e-safety are addressed in many aspects of the curriculum, including Art and Design. For example: when researching or using the computers, staff ensure pupils know how to keep safe and what to do if this is compromised. During the course of Art and Design lessons, children may require the use of ICT to support their learning. For example, they may use the computers to research a topic, use forums/email to ask questions and gather information or use a specific software package related to the lesson. In such a case, the Widney E-Safety Policy 2018 and its procedures apply and children should be reminded of their responsibilities and awareness of potential threats. If a child sees or reads something offensive or disturbing they should switch off their monitor or close the netbook and report it to the teacher who will then report the incident to the ICT Subject Leader and/or Head Teacher as appropriate.

Assessment and Monitoring

The art co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of art teaching and learning.
The art co-ordinator attends training for subject leaders held by the LA and disseminates this within school staff meetings.

Pupil: The children self-assess their work in the initial stages of design and adapt their ideas to suit the purpose, this is conducted orally. At the end of each unit of work, the children informally discuss their own work, and work from other children and form judgements, developing their analytical, critical and contextual understanding of art and design. They use this to adapt and improve their own work. At the end of each unit, each child will have the chance to photograph their final piece which they will reflectively evaluate. They will display their work in the form of a 'class gallery' where each child will have an opportunity to observe, critique and evaluate the work produced. The pupils will provide feedback in the form of strengths and areas for development.

Teacher: When assessing art and design, the teacher mainly observes children working during lessons. Teachers note the progress made by children against the Lesson End Point for their lessons in their Foundation marking Book (Below, Achieved, Mastery). At the end of end unit of work, the teacher will complete a formative skills based assessment, which is recorded on O-Track using a 'best fit' standpoint. This is carried out throughout the child's time at Widney to show progression in Art and design. A 'Lesson End Point' is given for each lesson so the children know what is expected of them. Sketchbooks are also to be used where possible and at the end of a unit.

The teacher makes an annual assessment of progress for each child based on the attainment targets set out by the National Curriculum, which describe the type and range of performance that pupils should characteristically demonstrate. This forms part of the child's annual report to parents.

SMSC

Art and design promotes the spiritual, moral, social and cultural development in each individual. All pupils are encouraged to develop their own skills and understanding to work as an individual or in a group or class situation, responding to others' work in an appropriate manner. This follows our BLP philosophy of learning.

The breadth and balance of art experiences at Widney embraces many aspects of the PSHE curriculum through art topics throughout history and cultures. We also aim to invite in visitors such as artists and illustrators to enhance the curriculum at Widney. SMSC is also celebrated during celebration weeks and trips (such as the trip to the Birmingham Art Museum and arts week).

Appendix A

Long term plan

Widney Art Curriculum			
	Autumn Term	Spring Term	Summer Term
Year 3	Painting and mixed media: Prehistoric painting (Kapow) Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.	Craft and Design: Ancient Egyptian scrolls (Kapow) Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.	Drawing: Growing artists (Kapow) Developing an understanding of shading and drawing techniques to create botanical inspired drawings.
Year 4	Drawing: Exploring tone, texture and proportion (Kapow) Exploring tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes.	Sculpture and 3D: Mega materials (Kapow) Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sakari Douglas-Camp, children create their own sculptures.	Craft and Design: Fabric of nature (Kapow) Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.
Year 5	Drawing: I need space (Kapow) Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.	Painting and mixed media: Expressive portraits (Kapow) Exploring how artists use self-portraits to communicate identity, experimenting with words, symbolism, expressive painting and manaprinting before combining techniques in a final mixed-media self-portrait.	Sculpture and 3D: Interactive installation (Kapow) Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.
Year 6	Painting and mixed media: Artist study (Kapow) Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.	Drawing: Expressing ideas (Kapow) Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Sculpture and 3D: Making memories (Kapow) Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.