



Art Policy

Introduction

This document is a statement of the aims, principles and strategies of the teaching and learning of Art at St Hilary's School. It should be read in conjunction with our schemes of work, which set out in more detail what children are taught and how the curriculum is organised to ensure the progressive acquisition of skills.

Aims

- To provide the opportunity for pupils to acquire the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
- To encourage the development of imagination, original thought and personal expression.
- To enable children to understand Art as a form of visual and tactile communication and to develop their ability to appreciate, evaluate and learn from a wide range of images and artefacts.
- Develop pupils' aesthetic awareness and enable them to make informed, critical responses about their own work as well as that of artists, craftsmen and their peers.
- To encourage children to value the contributions, past and present, made to our world by artists, craftsmen and designers from different civilisations and cultures.
- To help children work in a progressively independent manner and to learn how to care for tools and materials.
- To provide opportunities for children to learn to work co-operatively.
- To provide equal opportunity for all pupils to achieve their full creative potential, regardless of their race, gender, cultural background or ability.
- To actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

Strategies

The school's schemes of work reflect the requirements of the National Curriculum and the teaching philosophy of St Hilary's School. It takes into account the programmes of study required and ensures ample opportunities to acquire and develop skills in the six main areas:

- Drawing
- Painting
- Collage
- Printmaking
- Textiles
- Three Dimensional work

The main elements in art:

- Line
- Tone
- Colour
- Texture
- Pattern

- Shape
- Form & Space

Nursery, Kindergarten and Reception

Art is taught by class teachers who are assisted by classroom helpers. It forms an integral part of the curriculum, which is organised into topics. There is also ample room for taking advantage of the wide opportunities provided by the environment, current events and the seasons.

Pre-Prep and Prep

In Pre-Prep and Prep Art is taught as a separate subject by a specialist teacher, in the Art Studio. Classes are of mixed ability. Opportunities for integrating the teaching of skills into other subjects within the curriculum are encouraged.

Pupils in Pre-Prep (Years 1 and 2) receive 2 lessons of 30 minutes per week, each with a Classroom Assistant available to assist.

Pupils in Prep (Year 3-6) receive 3 lessons of 30 minutes per week.

The curriculum is organised in a flexible way with careful and imaginative consideration being given to developing cross-curricular links with other specialist subjects, topics and current events of interest to the child, whilst ensuring that all the main elements of Art are introduced in Pre-Prep and reintroduced in greater depth at appropriate levels in Prep. This reinforces learning and ensures progressive understanding and development. The schemes of work will vary from year to year but the balance of the elements of Art, acquisition of skills and opportunities to work in the six main areas will be maintained.

Children are taught by a variety of teaching methods:

- Direct teacher instruction and demonstration.
- Note taking and exploratory work in a sketchbook.
- Collecting source materials.
- Examining and discussing artefacts and examples of Artists' work.
- Visits to gardens and galleries.
- Teacher prepared materials, Power Point presentations.
- Using the natural and man-made environment for first hand observation.
- Working from memory.
- Working from imagination.
- Stimulation from the arrangement of exciting tools and materials in the Art room. Displays which make full use of the artists' work and artefacts.

Children have opportunities to work individually, in pairs, groups and as a class. They are encouraged to develop a critical eye by evaluating their own and the work of others, while considering ways in which it could be modified or improved.

Planning the Art Curriculum

In Pre-Prep and Prep planning is the responsibility of the Head of Art. Consultation takes place with Year 1 and 2 class teachers, and Heads of Department so that Art activities, where possible, relate to and enhance other areas of the curriculum.

Planning is used to:

- Ensure full and balanced coverage of the curriculum
- Ensure progression and continuity throughout the school
- Ensure that work is relevant to the children's abilities, experience and interest

- Provide criteria for assessment and evaluation of teaching and learning

In planning, the teacher considers pupil groupings, giving opportunity for working individually, in pairs, in groups of mixed or like ability and co-operatively on class projects. Different group tasks are planned to allow for variations in pace, within the lesson and these meet the needs of different levels of ability.

Extension work is available to all pupils showing enthusiasm, interest and ability. The development of excellence is nurtured with encouragement and involvement in projects that continue alongside class work. Time is also found at lunch time and after school. Pupils showing particular ability are given help in preparing a scholarship portfolio, through the Art club and at home.

Pupils who consistently demonstrate an instinctive aptitude for Art and meet the criteria listed in the More Able, Gifted and Talented policy are put on the Talented register. Please refer to More Able, Gifted, Talented and Passionate Pupils policy.

Differentiation by task is achieved by offering activities which are generally universally attainable in the first instance but have the potential for refinement or development using the wide variety of equipment and media provided by the Art room environment.

Differentiation by outcome is achieved by setting tasks which are suitable for all pupils whilst allowing more able pupils to be challenged and less able to be given additional guidance.

Class teachers' Medium-Term Plans are monitored by the Head of Art, who will offer support where necessary. These are updated weekly and are based on the schemes of work, produced for each activity by the Head of Art. For Pre-Prep and Prep, the Head of Art produces a Long-Term Plan for the year and schemes of work termly, supported by more detailed Medium Term Plans for each topic. The format used is based on an agreed model but allows scope for individual interpretation in the medium-term planning.

The Role of the Head of Art

The Head of Art is responsible for the development and monitoring of the Art Curriculum.

They are responsible for writing and updating the school's policy, Subject Audit, Risk Assessments, Schemes of Work and their own Medium-Term Plans.

The Head of Art assists staff by providing consultancy and advice, planning work with teachers and sharing specialist knowledge and training.

The Head of Art is responsible for the specifying, ordering, storage and care of resources, monitoring and maintaining their condition and availability.

The Head of Art is responsible for balancing the annual budget.

The Head of Art is responsible for maintaining a high level of display of artwork throughout the school.

Resources and Accommodation

Resources for the EYFS are specified, ordered, stored and maintained by the heads of those departments and class teachers.

Resources for Pre-Prep and Prep, are specified, ordered and maintained by the Head of Art and kept in the Art room or Art Store. They are made available to EYFS as appropriate.

The Smart board is used for sharing images through Power Point presentations and research through Google.

A library of books, posters, postcards, pictures and information on artists is kept in the Art Room. The school Library is also frequently used for reference. Reference materials aimed at younger children are maintained by the Head of EYFS and Head of Pre-Prep and class teachers.

All resources are clearly labelled and accessible.

Art work is carried out in the Art Studio, in classrooms and in the main school environment. Nursery practitioners and parents may also be involved in Art activities.

Health and Safety

Health and Safety issues are of particular relevance to Art. Risk Assessments are carried out. (See School Health and Safety Policy).

Equal Opportunities

All children have the same access to Art activities regardless of their gender, race or cultural background.

Although some Art and Craft activities have traditionally been preferred by one sex, we do not wish to assume such stereotypes thereby depriving pupils of the opportunity to enjoy a variety of activities. Throughout the whole school all pupils will be given opportunities to develop all the Art and Craft skills.

We actively look at Art from a diverse range of cultures.

Special Educational Needs

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in Art lessons. They may have sensory difficulties, physical difficulties, cognitive limitations and/or emotional and behavioural disorders. It is the responsibility of the teacher in charge of the lesson to ensure any special equipment needed for the lesson is available.

It is important to concentrate on pupils' abilities and needs. Provision of opportunities to develop fine motor skills and foster a sense of achievement is essential in changing feelings of low self-esteem and disaffection. It is recognised that pupils with low ability need patience, encouragement and reassurance to help them improve their confidence.

Assessment and Record Keeping

It is recognised that ongoing assessment is an essential part of good practice, it is essential to inform future planning and ensure progression. Assessment opportunities are built into schemes of work and evaluation of individual pupil's work, and the suitability of set tasks is ongoing.

Individual, V3 record sheets are kept for each pupil in Pre-Prep and Prep, and each major piece of work is evaluated. Each pupil receives written or verbal feedback and a photograph of their finished piece, to go into their sketchbook.

Records of Art work in the form of photographs and samples of a range of work are kept by the Head of Art.

For further information, see **Marking, Assessment, Recording and Reporting Policy**.

Assessment in Art

A programme of constant assessment occurs with each project with pertinent verbal targets given as the work proceeds. A drawing task, as described below, is specifically set for each year group from the start of Prep, in order to record progress. This takes place during the Summer Term.

Year 3 – Egyptian patterns- proportions and detail + tonal assessments each term

Year 4 – self-portrait- proportions and detail + tonal assessments each term

Year 5 – drawing a leaf - looking at line and tone + Hessian test

Year 6 – observational drawing of a flower head- looking at line and tone + Hessian test

With each of these topics a brief introduction will be given and then the children will work at their own pace and level to show the extent of their ability, use of imagination and sense of composition.

Work in Pre-Prep, will receive verbal feedback at the end of each project.

All work from Prep will receive written or verbal feedback in the form of –

WWW	What Went Well
EBI	Even Better If

Work will also be awarded a coloured sticker

Green = Excellent

Orange = Good

Red = Needs improvement

Sketchbook marks are recorded in the back of pupil sketchbooks, along with self-directed termly targets, so that students can clearly see their progress.

Assessment results are used to fill in the assessment grid sheets found in the V3 folder using the assessment criteria found in the HOD folder under the title 'Assessment criteria'. These results are used by the teachers to assist in the planning of lessons. Pupils progress is tracked through the Working towards, Working at, Greater depth, assessment criteria on a termly basis.

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Reviewed: June 2019, June 2020, June 2021, June 2022, June 2023, June 2024

Next review date: June 2025

Person(s) responsible: Miss Jessica Brooker (Head of Art) Mrs R Davidge