

Original Date Written	Latest Review Date	Date Adopted	Date for Review
September 2017		October 2017	October 2020

Marlborough St Mary's CE Primary School



Art Policy

Together we believe, learn and achieve

MARLBOROUGH ST MARY'S CE PRIMARY SCHOOL

Art Policy

At Marlborough St Mary's we recognise that a good artist is somebody who is confident with experimentation and able to take risks in an imaginative and creative way. We explicitly strive to develop children's own confidence and creativity by providing opportunities for child-centred innovation.

AIMS

- To provide an broad, inspirational art curriculum with a wide range of visual and tactile experiences that can be used as a means for children to express themselves
- To enable children to experience a wide range of media and techniques so they have the broadest view of what constitutes art
- To teach skills and techniques which support children in developing their own creativity, confidence, persistence and satisfaction
- For children to recognise that art differs from culture to culture and reflects the time when it was produced.

OBJECTIVES

- To inspire and challenge pupils to produce creative work, exploring their ideas and recording their experiences
- For children to become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To teach the knowledge and skills to enable pupils to evaluate and analyse creative works using the language of art, craft and design
- For our students to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

CURRICULUM

Skills, concepts and techniques are planned and taught as part of a balanced programme of progression which focuses on the areas of research, sketching and fine drawing, painting, textiles, collage/mixed media, printing and sculpture. Emphasis is given to discrete teaching of skills alongside creative exploration. A wide range of art and architecture by others (past and present) is explored across a range of cultures. Additionally children are taught to choose appropriate tools and materials and to use, clean and store them correctly; safe handling of tools, in keeping with health and safety, is modelled and expected. Children are provided with opportunities to work with professional artists wherever possible and art events are planned to celebrate art within the school and community.

Sketchbooks are used as a personal record for exploration, experimentation and recording of ideas.

Art experiences are also developed outside of the classroom, particularly in our use of outdoor environment to provide natural resources for art work and sculpture.

Access to the art curriculum is inclusive and children with particular needs are supported as necessary to enable them to take advantage of the full range of provision.

Art and DT work is regularly celebrated and displayed around the school building.

RECORDING AND EVALUATION

Work is recorded in sketchbooks, workbooks and on larger pieces of paper.

Photographic evidence is usually taken of 3D sculptures and larger pieces of art and can often be seen in Learning Journals.

Evaluation of art is recognised as very personal.

Criteria for evaluation and assessment should be clearly understood by the children. Effort, thought, willingness to experiment and ability to work through ideas are often more valuable than the finished product. Creativity is highly valued and children are frequently encouraged to evaluate against this criteria.

DISPLAYS

Classroom displays are changed throughout the year, showing examples of work from a range of curriculum subjects, including art. Year group displays may also exhibit a range of curriculum subjects including art. These are also changed regularly and are informative and eye-catching, where possible art skills should explain processes, skills and learning involved.

ART SUBJECT LEADER

The subject leader will help and support colleagues as necessary. This may include support with planning, delivery and assessment of art. Art resources are stored by the subject leader in appropriate and accessible locations within the school and staff are able to access these easily. The work produced by individual children is monitored and assessed by the class teacher, with the subject leader maintaining an overview.