

# INGLEBY MILL PRIMARY SCHOOL



## Art Policy

January 2022

Mrs C. Lewis  
Due to be reviewed: January 2025



Imagine  
Make a Difference  
Persevere  
Succeed

At Ingleby Mill we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe, encouraging and sometimes challenging environment.

### Art at Ingleby Mill Primary School

What do we want our children to learn?

We want our children to be inspired to produce creative work and learn to explore and develop ideas learning to respond to their experiences, be these observed or imagined. For them to learn to appreciate the world around them and the various ways in which it can be interpreted. To study a range of artists from different times to reflect a diversity of styles and times whilst developing some key skills and techniques which will enable them to explore a range of processes.

How will we do this?

This will be achieved through carefully planned programmes of work which will build on prior learning and skills acquired. We will support the children's learning so that the knowledge developed is relevant to the individuals whilst also being connected to and given a place in our art history. This will include the study of different artists and the techniques they favour and use. We will also build on the formal elements which combine to create different effects in the work and through the use of a wide range of media.

What impact will it have?

It is intended that by doing so the children will become confident learners willing to explore, experiment and then evaluate the work they do. They will know and be able to apply a range of art and design skills. They will be better able to appreciate the creative aspect and uniqueness of this area of the curriculum and value individual responses.

### ART POLICY

We are strong believers in the impact of Art and Design at Ingleby Mill Primary School as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially.

High quality art education equips children with the skills to explore, experiment, create and invent their own works of art whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set

progresses, they should understand how art has changed their landscape, culture and history.

### **Aims**

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

### **Entitlement**

#### The Foundation Stage

Before embarking on key stage 1 work, many children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in. The F.S. provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. This includes art, designing & making, dance, role-play and imaginative play. The range of experiences are imaginative and enjoyable.

#### Key Stages 1 & 2 – National Curriculum

##### Key Stage 1

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key Stage 2

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. about great artists, architects and designers in history.

### Teaching and Learning Styles

Art may take place in the classroom, shared areas, computer suite or outside as appropriate. Making choices and developing preferences is important in all year groups. A range of teaching styles and learning strategies will be adopted ensuring that all the children receive a balanced diet of skill teaching, practise and refinement and also opportunity for them to explore their creativity and imagination.

- Individual, group and whole class teaching
- Discussion and demonstration
- Consolidation and practice
- Child-initiated art
- Exploratory and experimental approach
- Investigation and research
- Evaluation (of artists and then their own work)

We do not aim to replicate a piece of work by an artist but instead to explore that style and then produce work 'influenced by' or 'in the style of'.

### Equal Opportunities

Art provision will be accessible to all children, regardless of race, gender, class, religion and ability.\* Planning, resources and displays will reflect positive images of all communities represented in our school and society.

\*It should be noted that a worldwide pandemic affected the sharing of resources and achievability in implementing our new curriculum in 2020/2021 and so we will be reflecting carefully during this current academic year on the effectiveness and success in implementing the new planning. While home learning and then subsequent working in rows was our option at school resourcing in art became much harder and some planning was postponed and most adapted for the circumstances. Our parents and families supported children well during periods of home learning but these home learning situations were varied and resourcing there too meant activities were interpreted differently. We will look to see if there are key areas and gaps that need to be filled.

## **Evaluation**

Individual teachers will, and should, evaluate the success of their teaching after a session and this should be used to help and support colleagues in the year group and also to offer feedback to the Art Leader.

The Art co-ordinator is always willing to offer support in preparing for or implementing the planning, practising or modelling techniques and looking ahead to future sessions.

The art co-ordinator is also keen to ensure there is a progression of skills-based teaching across the two key stages and as such has had a specialist input into whole school planning in consultation with staff.

## **The Role of the Co-ordinator**

The co-ordinator will ensure that within budgetary constraints, art and design resources are readily available within teams, well organised and accessible to all staff. Colleagues will be offered support in order for the curriculum to be successfully implemented. Colleagues will also be made aware of all resources, including any relevant professional development to develop their expertise or artefacts within school which may be useful.

The co-ordinator will have an overview of continuity/progression in art throughout the school and ideally will have opportunities to see lessons first hand.

The co-ordinator will monitor and review the implementation of the new planning and consider any changes to be made in light of staff and pupil feedback.

## **SEN**

All children have the same opportunities as their peers. Where a special need is of a physical nature we will ensure that the activity is adequately resourced.

Art is often an opportunity for children with learning or social, emotional or behavioural difficulties to excel and advantage should be taken to promote positive self-images.

## **Assessment**

Assessment in art is recorded on Target Tracker using the statements provided, which have been carefully worked into schemes of work and planning.

Teacher assessment should always be made upon specific criteria which have been developed as the work is planned, and often skills based. The focus will be on the process as well as the product.

From Reception to Year 6 children use a sketch book to provide an important record of progress in investigation, research and observational drawing. These books, whilst being a valued 'work book' should reflect the opportunity children have to 'explore and store' their ideas and not always therefore be 'neat and tidy'.

Work will be marked/commented upon but this may be on the page opposite where writing on the Art would affect the finished product or verbally done during the actual making process.

Children will be encouraged to make self-assessments and evaluations shown by their annotations or further responses to the work they produced.

### **Website – Curriculum Overview**

This is available on the school website and helps to show the progression planned across the whole school in terms of skills, media, techniques and artists.

### **Review of this policy**

This policy was received by the governing body in January 2022. The review of this policy will take place in the spring term 2024 or earlier if the need is identified. (Caroline Lewis Co-ordinator 2025)