



ART POLICY FOR SHAKESPEARE PRIMARY SCHOOLS

To be reviewed: 3 Yearly

Adopted by Governors: January 2004

Previously amended and reviewed by SM January 2022

To go to: Curriculum Committee

Approved by Governors: 25/04/2022

Most recent amendment and review: 13/12/2023

Intent

By the time our pupils leave Shakespeare they will be able-

- To explore the vast world of art and appreciate it in its many different forms.
- To become artists and have the confidence to explore and partake in different arts and craft skills.
- To understand that art is as much about the journey than the end point.
- To have varied artistic opportunities and experiences that develop cultural capital.
- To understand that art is a powerful tool that can evoke feelings, memories or images.
- To see through the eyes of an artist and form their own opinions about particular pieces of art.

Implementation

(Curriculum teaching, delivery)

At Shakespeare, we believe Art is a very powerful and important subject. It can evoke feelings, satisfy certain needs, bring happiness and develops creativity.

The children are taught through a combination of direct teaching, investigation and experimentation. They are provided with first-hand experience, teacher prepared materials, reproductions of art work, educational visits, and technology. The children learn about other artists and cultures through Artist of the Month and whenever possible the requirements of 'Investigating and Making' (disciplinary) and 'Knowledge and Understanding' (substantive) are brought together.

Subject planning and evaluation is between Year Group teams in each Key Stage. There is a whole school written sequence of learning where knowledge and skills have been divided into Year Groups. This sequencing provides a systematic approach to the teaching and learning of art where the skills and knowledge build up over the years and will be revisited and embedded at certain points. At Shakespeare we believe in challenging children therefore, planning has been organised into levels of increasing challenge and where suitable, the class teacher will further extend learning to children working at a greater depth. It is expected that most children will achieve expected at Key Stage 2.

Key stage 1-

Pupils should be taught:

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

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links to their own work.

Key stage 2

Pupils should be 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 should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Sketchbooks

Sketchbooks are a statutory requirement in KS2. At Shakespeare we encourage the use of them in all curriculum areas. They are a space where children can develop their ideas and artistic skills in an exploratory way. They enable children to try out ideas, techniques and reflect critically on their work.

Sketchbooks-

- enable children to try out techniques and processes in a safe space. This helps to develop their skills.
- develop children's critical thinking skills.
- support children's writing skills through the reflective annotations and evaluative jottings they make.
- are really useful for children to refer to in Art lessons. For example, a mark making lesson in Year 3 could be a really useful source of ideas later on in the school.
- provide a space for children to both practise and master techniques.
- encourage children's creativity.
- are a fantastic source of evidence for teachers to be able to measure progress in Art. They are a great way to document the artistic journey children go on through primary school.

Community Cohesion

At Shakespeare we take great pride in working as a part of our community and wider community. Art is a gateway to community cohesion. We participate in as many community/ national projects as we can. Some of these projects include families or other local school's involvement. At school, we host family crafting sessions throughout the year.

Planning

Planning is used to: -

- set clear achievable goals;
- ensure work is matched to pupils' abilities, experience and interests;

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- ensure progression, continuity and subject coverage throughout the school;
- develop assessment procedures;
- provide criteria for evaluation for teaching and learning.

The format uses the National Curriculum Programmes of study for Key Stages 1 and 2 and the Lancashire KLIPS.

Planning is the responsibility of teachers in each year group team. The Art Co-ordinator is available to give guidance and help if necessary.

Within classes, pupils are taught by a combination of the following, as appropriate and according to the learning tasks: ability/age groups, peer/friendship groups, or by whole class teaching.

Co-ordinator

The role of the co-ordinator is to work and plan with other staff and to be available to give advice. In consultation with the staff the co-ordinator should develop a written policy and scheme of work. The co-ordinator is responsible for obtaining and maintaining relevant resources. They must analyse pupils' access to the subject and review teachers plans and records. They must review assessment, attend planning sessions and lead curriculum review meetings.

The co-ordinator' professional development will include :

- working with all age groups in the school
- personal reading
- opportunities to visit other schools
- access to Inset and Advisory teachers

Resources

Resources are audited and replenished by the coordinator and are kept in the classrooms and in the art- store. They are accessible to all staff.

Equal Opportunities

It is the responsibility of all teachers in our school to ensure that all pupils, irrespective of gender, ability, including gifted pupils' ethnicity and social circumstances have access to the curriculum and so make the greatest possible progress. (Refer to the Equal Opportunity Policy)

Special Educational Needs

All pupils should have access to a broad, balanced curriculum, which includes Art and should make the greatest progress possible. Provision or pupils with SEN in Art is the responsibility of the class teacher, curriculum co-ordinator, and the SEN co-ordinator. (see Special Educational Needs Policy)

Cross Curricular Themes

Links between Art and cross- curricular themes are identified by the class teacher. Although Art is taught as a discreet subject it is used to enhance other subjects right across the curriculum, in pupils own work and in display. Digital art is used wherever appropriate programs are available.

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Health and Safety

It is the responsibility of the class teacher to ensure a safe working environment for the children and to review the situation regularly.

Safety Checklist

- Are the children encouraged to develop an awareness of safe working practices?
- Do the children know what procedures to follow if an accident occurs?
- Is a first aid box readily available?
- Do the children have access to protective clothing, such as aprons, goggles, and gloves?
- Long hair can create dangerous situations and should be tied back.
- Is potentially hazardous equipment stored securely?
- Do the children receive adequate supervision when using potentially dangerous tools and equipment?
- Is the room adequately ventilated, especially when using aerosols and solvents?
- Do the children wash their hands after handling materials?
- Has a class routine been established for concluding practical activities?
- Is care taken to ensure that the classroom and equipment is properly cleaned after use?

Impact

(Assessment, attainment and next steps)

Assessment

Assessment is used to:

- provide diagnostic information about individuals or groups
- plan future teaching and learning
- provide summative information for teachers
- provide information for parents
- contribute to a pupil's curricular record

Assessment techniques used include:

- teacher assessments of pupil's performance on task
- teachers' observation of pupils when working
- teacher /pupil discussion and teacher questioning.
- Quizzes and retrieval questioning.

Further evidence is provided by the pupil's evaluation of their own achievements, and by artefacts made by the pupils. Teacher assessment is carried on the throughout all Key Stages.

The marking of pupils' work provides both written and oral feedback. Pupil's assessment is the responsibility of the class teacher who can call on the curriculum co-ordinator and the assessment co-ordinator for advice.

Attainment

Attainment will be discussed between class teachers and coordinator. Any gaps will be identified and next steps will be agreed with SLT.

Reporting

Parents of all pupils in KS1 and KS2 receive a written report at the end of the school year. This report complies with Statutory requirements and provides parents with information regarding academic achievement and attitudes / ability in Art. They are completed by the class teacher and signed by the Headteacher. Parents are invited to attend Open Evenings in Autumn and Spring to discuss their child's progress and informally at any mutually convenient time by arrangement with the Headteacher and the teacher concerned.

C.Bedford – Jan 04

S.Mooney- May 14

S.Mooney- February 17

S.Mooney- September 19

S.Mooney- April 2022

S.Mooney- December 2023

ART RESOURCES

Drawing/mark-making

Pencil – HB/2B/4B/6B etc

Charcoal

Chubbie stumps

Wax crayons

Chalks

Oil pastels

Soft pastels

Pens

Fibre/felt tip pens

Metallic crayons

Brushes – various thicknesses

Foam brushes

Dabbers

Foam rollers

Thin brushes

Cotton buds

Gel pens - metallic

Pencils crayons

Drawing inks

Painting

Powder colour

Readimix

Block paints

Watercolour tins

Acrylics

Cromar

Metallic paint – redimix / powder

Pearlescent paints

Mixing palettes

Water pots

Multi-chrom

Laquer – gold/silver/copper

Brushes – various types and thicknesses

Fabric paints

Fluorescents – powder / blocks

Paper

Kitchen paper

Black sugar

Off white / grey / buff / blue / pastel sugar

White cartridge paper

Coloured poster paper – sheets / rolls

Borders

Tissue paper

Crepe paper

Gummed paper

Thin /thick card

White card – A2 /A4

Coloured card – A2 /A4

Coloured foil paper

Tracing paper

Glassine paper

Wallpaper rolls

3D work and collage

Glue (PVA)

Wallpaper paste

Wire and wire mesh

Wire cutters

Plasticene

Clay

Feathers

Beads / sequins

Sequin waste

Glitter

Paper plates

Doileys – white/gold/silver

Lolly sticks

Polystyrene packaging

Wallpaper Books

Metallic thread

Modelling tools
Holographic rolls – self adhesive
Clay boards
Cellophane rolls

Wool
Fabric scraps
Curling ribbon

Print Making

Water-based inks
Rollers
Trays
Found objects
Combs
Lino tiles
Lino tile cutters
Neoprene
Sponges

Marbling inks
String
Pattern block set

Miscellaneous

Batik Wax
Batik pot
Ribbler
Fancy cut scissors
Single-hole punch
Paper cutter
Craft knife

Fabrics for display purposes

Books / Teaching Resources

A good selection of books on display and craft ideas.

Files containing laminated lesson plans and teaching ideas.

Books on the works of various artists.

A wide selection of visual resources including poster packs and individual posters, covering a range of styles, genres and areas of the art curriculum.