



Art Policy

April 2020

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Belthorn Academy Primary School
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KEY PRINCIPLES

Teaching at Belthorn is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Belthorn we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

There will be evidence in the learning environment of:

- Progress in the children's learning specifically related to the art skills progression. Outcomes of the children's projects will be displayed on the walls in the classroom and display boards around the school. Evidence of the process followed to complete the work will be evident in the children's sketch books.

Rationale

Art and design at Belthorn Academy Primary School, is seen as a fundamental part of school life. We are committed to providing a rich Art and Design Curriculum for our children and we believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. Art and Design enables children to express themselves, to be creative and to learn about their own and other cultures and communities. We see Art and Design as a means to support learning in a range of ways; skills developed in Art and Design can be transferred across the curriculum to aid learning in school and beyond.

We aim to provide a high-quality Art and Design Curriculum which will inspire and challenge our pupils by:

- Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

- Enabling them to think critically and develop a deeper understanding of art and design.
- Teaching the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and providing the opportunities to explore and evaluate different creative ideas.
- Introducing them to a range of works and great artists (including artists from our locality) and developing an understanding of their historical and cultural influences
- Developing knowledge of the styles and vocabulary to enable them to discuss and appreciate the works they have seen
- Teaching them about art and design in different cultures and communities in the UK and other countries of the world
- Providing pupils with the cultural capital they need to succeed now and in the future

Curriculum Intent

As a school, we have chosen to use a published scheme, Kapow Art and Design Scheme of Work to teach the Art and Design Curriculum in Key Stage 1 and 2. Kapow Art and Design Scheme of work enables our teachers to deliver creative, inspiring and engaging lessons and provides for progression in skills and knowledge. We are confident that the scheme of work meets the requirements for the National Curriculum for Expressive Arts and Design section of the Early Years curriculum. As the scheme becomes embedded, the Subject Leader for Art and Design will provide planning and resources for further opportunities to study local artists and art from different cultures and religions. This will include opportunities to celebrate children's work by inviting parents/carers to art events.

Curriculum Implementation

EYFS

In Reception and Little Bells Pre-school, staff select resources from Kapow and the EYFS curriculum to support the teaching of the Early Years curriculum and the achievement of the Early Learning Goals for Expressive Arts and Design 'Exploring and Using Media and Materials' and 'Being Imaginative. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in the continuous provision areas. Practitioners will take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning. Including incorporating local artists into their learning.

Key Stage 1

Art and Design in Key Stage 1 is taught in a block of lessons over the period of approximately six weeks each term. All work will be done in sketch books to show progression. Topics include; At the seaside, formal elements, living things, skills,

exploring human form, comic and superheroes and skills. Topics with link to artists including local artist when possible.

Key Stage 2

Art and Design in Key Stage 2 is taught in a block of lessons over the period of approximately six lessons each term. All work will be completed in sketch books to show progression. Topics include; Formal elements of art, art and design skills, prehistoric art, craft, every picture tells a story, sculpture, design for purpose, make my voice heard, photography and still life. Links will be made to artists and local artists when possible.

Teachers should ensure that:

- Each term, children will be given the opportunity to complete numerous pieces of work with evidence of the 5 step development process. (explore, create, improvise, present and evaluate) Which will be evident in sketch books.
- Children will have experience in all areas of art in each phase (drawing, painting, 3D, Textile, ICT, printing and collage) and will save evidence in the subject leader file.
- Outcomes will be authentic whenever possible.
- Each year, children will have the opportunity to use a range of different resources
- When resources are used up or not available, teachers will inform the art coordinator to re-stock in good time

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents on the website. Paper copies available on request

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.