

Seascape Primary School



Whole School Policy for Art

The Importance of Art

At Seascope Primary school we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can.

We believe art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires the imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practice with your hands, your eyes, your whole personality.” Quentin Blake, Children’s Laureate.

Overall Aim

At Seascope Primary school we aim to offer opportunities for children to:

- Foster an understanding and enjoyment of art.
- Experience a broad and balanced range of art activities and show progression of skills within these experiences.
- Show development of ideas and their own skills through the use of a sketchbook.
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms of media.
- Develop the use of a range of tools, media and processes.
- Develop an understanding of the work of artists and apply this knowledge to their own work.

Art at Seascope

Art at Seascope Primary school enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art & design lessons.

Teaching & Learning strategies

We plan opportunities for:

- Children to work individually, in pairs or in larger groups.
- Preliminary investigation work through the use of sketch books.
- First hand experiences.
- Inviting artists to work with the children to give them the experience of working with a professional artist.
- Use of a range of materials, (2D, 3D) ICT, artefacts and visits out in the surrounding area.
- Evaluation of ideas and methods.
- Children see that their work is valued, celebrated and displayed around the school.

Curriculum & Planning

Foundation stage

In EYFS, children are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas and/or emotions.

Key Stage 1

At Key Stage 1 children develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this Key Stage, pupils use colour, shape, pattern and texture to express their emotions and ideas. They begin to ask questions and learn about artists and art from a variety of cultures. They explore how art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of material and processes.

Pupils experience at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purpose of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of work.

Differentiation and access to the art curriculum

Differentiated activities across the school will take account of the children's differing needs and abilities (working towards national standard, and working at greater depth within the national standard) ensuring children have access to the art curriculum at the appropriate standard. Children with SEND are supported to enable them to achieve the learning objective, where there is a need. SEND children at times excel at art and this should be celebrated.

See SEND Policy

See Equal opportunities policy

Assessment & Record Keeping

Assessment is a vital tool in the teaching of art, it is designed to monitor children's progress and measure attainment. It is also used to inform future planning by staff at this school or the child's next school.

Teachers are responsible for assessing and recording children's progress in art on Sims. Teachers assess the standard of work against key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. This data is recorded and assessed through Sims. Pupils progress meetings are conducted with the HT to facilitate tracking and target setting and support the monitoring of children's progress.

At the end of the academic year, children's assessments are looked at by the teacher and the art lead to identify areas for improvement, this is passed to the new teacher.

The results, together with Teacher Assessments, inform parent evenings and the end of year reports.

Skills, Monitoring & Review

Monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the subject coordinator, the Head Teacher and the class teacher.

The main responsibilities of the Art subject lead are:

- Providing leadership and the direction in art.
- Ensuring the national curriculum is implemented effectively.
- Working closely with staff, offering guidance, support, leadership and arranging in-service training as appropriate.
- Scrutinising sketch books frequently, completing half termly checks and providing whole staff or individual feedback when necessary.
- Scrutinising the results of assessments and providing feedback
- Managing, storing and updating resources, following a whole school audit.
- Monitoring and evaluating the quality of teaching and learning throughout the school in art.
- Monitoring pupil opinions and feedback, through whole school pupil voice.
- Liaising with the governor responsible for art., other schools and the LA.
- Coordinating the review and updating of the art policy annually.
- Ensure that the art overview/action plan is implemented, monitored, evaluated and reviewed in line with the SIP and LA priorities.
- Sessions aimed at further development of skills such as sketching, painting techniques etc, will be delivered through Golden Afternoon sessions, these will be planned by the art lead, and where possible the children will have lessons with the art lead.
- The progression across all key stages will be monitored and delivery adapted to ensure all children are successful within art.

