

Gorse Hill Primary School

Art Policy

At Gorse Hill Primary School, we pride ourselves in working together to do our best. We aim on providing equal opportunities for all pupils regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, skin colour or age. All pupils have access to all subjects and the right to a learning environment that dispels ignorance, prejudice and stereotyping.

All pupils have regular access to the Art curriculum, and the right to experience art in a fun, engaging, creative, inspiring, imaginative, practical and meaningful way.

The National Curriculum states “Art, craft and design embody some of the highest forms of human creativity. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

Intent

- We intend to stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- We want to develop children’s understanding of colour, line, shape, texture, pattern, tone and their ability to use materials.
- We intend for children to study some of the great artists/architects, both past and present, such as Hundertwasser, Andy Warhol, Gustav Klimt, Kandinsky, Picasso, and many more.
- We want children to learning about the function of art, craft and design in their own lives and in different times and cultures.
- We intend on helping children to learn how to make thoughtful judgements and aesthetic and practical decisions.
- We will inspire children to communicate, express and develop their own ideas through art and design, and to take risks and experiment freely.
- We want to encourage a genuine love for art and allow children to see that everyone can create art.

Implementation

- Art is taught throughout the school and teachers follow the art national curriculum.
- Children’s artwork is displayed and celebrated throughout the whole school, both inside and outside the classroom.
- Each year we have a specific cultural art focus where every year group selects once piece of art related to the specific focus and produces work to display on our walls in the main hall. This is displayed from the beginning of the school year until the end. A new cultural art focus is chosen each school year.
- All teachers have been given an Art appreciation document, which lists a variety of famous artists, and architects that the children should be exposed to during each year group.
- Children will learn about great artists, both past and present and the techniques that they use/used.
- Children are given time to experiment, explore and develop their knowledge, experience and skills during art lesson, and throughout their independent learning. In order to produce creative and unique artwork.

Impact

By the end of EYFS, we want pupils to be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. To be able to represent their own ideas, thoughts, and feelings through design and technology, art, music, dance, role-play and stories. To explore and make decisions about how media and materials can be combined and changed.

By the end of Key Stage 1 we want pupils to use a range of materials creatively. To develop their ideas, imagination and experiences using drawing, painting and sculpture. To know a wide range of art and design techniques and how to use them (colour, shape, texture and pattern). To be able to describe the differences and similarities between a range of artists and designers, and that of their own work.

By the end of Key Stage 2 we want pupils to have developed on their previous techniques, knowing what media and materials are best to use. To improve their mastery of art and design techniques, developing their use of media (pencil, charcoal, clay, paint, inks, etc). To develop and further their knowledge on great artists, architects and designers in History.

Assessment

Children's work will be marked according to the learning objective for that lesson. The learning objective for all art lessons should be made clear to each child and should be clear as to whether they have met partially met or not have understood the learning objective. Work is marked in line with the pupil feedback and marking policy of the school. Teachers assessments are made both formative and summative through-out the lesson and all art assessment are entered on to our Target Tracker system, which is updated by the class teacher on a termly basis. This will help to identify gaps and support children to develop their learning. Work is monitored and moderated through learning walks/drop in, pupil voice, teacher feedback and work sampling.