

Buttercup Primary School

Art Policy

Coordinator : Shaheda Khanom

Policy Statement

Art makes a unique contribution to the development of the child. All of the children at Buttercup Primary School are to be encouraged to enjoy and appreciate Art, to respond and express themselves creatively to a variety of stimuli.

Mission Statement for Art at Buttercup Primary School

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a rigorous understanding of art and design. We aim to develop this at Buttercup.

Aims and Purposes

- To offer opportunities 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
- To develop understanding of colour, line, tone, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To explore with children ideas and meanings in the work of artists, craftspeople and designers and help them to learn about their different roles
- To help them to learn about the function of art, craft and design in their own lives and in different times and cultures
- To help children to learn how to make thoughtful judgments and aesthetic and practical decisions
- To enable them to become actively involved in shaping judgments
- We follow Curriculum 2014 for Art :-

At Key Stage 1:-

Children should develop creative and imaginative ideas, use a range of materials and techniques and learn about the world of art, craft and design. Learning in this age range should be characterised by open ended exploration of a range of materials.

At Key Stage 2

The content reflects the natural characteristics of children in KS2. That is learning in which 'technical skills', 'getting it right' and 'mastery' are important. There is a heavier emphasis on using sketchbooks. Children are to be taught to create sketchbooks in which ideas are collected, developed, researched, and reviewed. It should have elements of a portfolio, scrapbook, journal and notebook as well as a book in which observational drawings are made.

Children are to be taught about 'great artists, architects and designers in history' and different kinds of art, craft and design.

We should ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are perhaps more relevant to children today.

Pupils produce creative work, exploring their ideas and recording their experiences. They become proficient in *drawing, painting, sculpture and other art, craft and design techniques*

They evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designer, and understand the historical and cultural development of their art forms.

The Foundation Stage

Opportunities and provision, teaching and learning objectives in Nursery and Reception are derived from Development Matters and the Early Learning Goals within the EYFS curriculum. The children's learning includes art, music, dance and imaginative play. The children are taught specific techniques directly alongside opportunities to explore and create.

Provision takes place in a variety of ways; through a creative space, through opportunities to work with artists and through opportunities to work imaginatively throughout the Nursery/Reception space (to include the outdoor space in all year groups).

Planning is based on the visual elements that children need to be taught and experience, e.g. exploring media and materials, in conjunction with children's interests.

Organisation

- Art is taught both as a discrete subject and also with cross-curricular links.
- Each class teacher is responsible for the termly programme of work to be taught to the class.
- Children are given the opportunity to gain first hand experience through working individually, in small groups or on a whole large- scale piece of work.
- Art clubs give the opportunity for children to develop skills further, with more time.
- We aim to make our art work available in the community, for example working with "Friends PTA" to design and produce Eid cards for sale and Tea Towels with calligraphy. Likewise children contribute artwork for the annual end of year Primary Graduation Show at the LMC.
- A range of artwork by children is available on the school website.

Continuity and progression

Progression in Art is shown in the different expectations at each key stage of Curriculum 2014. EYFS follow the Early Learning Goals for Expressive Art and Design which leads into the curriculum for Key Stage 1 and later into Key Stage 2.

Assessment

- We encourage children to evaluate their own approach, performance and practice.
- We encourage children to talk about their own work and the work of others. Time for this is included in the teachers' plans.

Teachers assess work through

- Observation of pupils at work
- Discussion

- Attainment of completed work

Informal recording of assessment, made by class teachers informs their planning and may be used to report to parents.

ICT

We acknowledge that ICT enhances children's learning in Art and Design by:-

- Providing additional equipment and tools to help them produce and manipulate images and play with ideas and possibilities for the creative use of materials and processes
- Extending the possibilities for recording, exploring and developing ideas for practical work using a range of ICT software and hardware including the I-pads.
- Making it possible for them to document the stages in the development of their ideas electronically, share this with others and review and develop their work further
- Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers.
- Children could use 'paint' software to explore shape, color and pattern

Resources

There are wide range resources for art and design teaching throughout the school. The main bank of resources is kept in the art cupboard, situated in the main hall corridor. Shared resources include; books, artefacts and posters. Year group areas all have a range of basic resources in addition to this we have Art Club, Visitors and Visits.

At Buttercup we believe that art enriches the lives of people, so we aim to provide children with as much real life, first hand opportunities as possible. We have an art club for children they meet on a weekly basis. We study a selection of artists and link these to opportunities available in the sessions. Specific activities are available to enhance a child's imagination. Throughout the year visitors and visits are arranged linked to the specific focus in a year group

Health and Safety

- Teachers check all products/tools before use.
- Children are instructed in the proper use of all equipment in accordance with Health and Safety guidelines.
- Only non toxic paints, crayons and glue are used.

Display

Display is an integral part of the Art curriculum at Buttercup. Good displays should:

- Supports enquiry based learning through appropriate resources
- Stimulates curiosity about the world
- Has an international dimension
- Celebrates achievement and learning

Display may be ongoing where knowledge, skills and understanding are being developed.

Displays are likely to include:

- Books (fiction / non-fiction / made by children)

- children's 2d and 3d work
- objects
- photographs
- images
- diagrams
- models
- Equipment.
- Labels will include 'what we have been learning', Entry / Exit points, vocabulary etc
Maps, atlases and globes may also be displayed.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work together in lessons. Grouping allows children to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for their abilities of other children and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople. Responding to a work of art is often for children and adults a spiritual experience. Responding can help children to think about how art makes them feel.

Personal, Social and **Health** education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of PSHE and citizenship. The children discuss how they feel about their work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Monitoring and evaluation of IPC

Review, monitoring and evaluation of the Art Policy will be delivered through:

- staff meetings and Curriculum Team meetings.
- learning walks
- book scrutinies
- INSET

Equality Impact Assessment

- Art is for all children of all ages and abilities.
- Opportunities are given to all children to develop their own ideas and individual response.
- We make appropriate arrangements for children with Special Educational Needs, such as physical impairment who may require the use of modified/special tools.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

Science Policy	ICT Policy	PE Policy	PSHE Policy
English Policy	Mathematics Policy		

Arts Policy – Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
ART	To develop children's learning potential and to promote high quality effective teaching in Artistic skills			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Proprietor	School Volunteers	School Visitors	Wider School Community																							
	✓	✓		✓																										
Question	Equality Groups										Conclusion																			
Does or could this policy have a negative impact on any of the following?	Age		Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'						
	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Yes	No
	✓				✓				✓				✓				✓				✓				✓				✓	
Does or could this policy help promote equality for any of the following?	Age		Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'						
	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Yes	No
	✓				✓				✓				✓				✓				✓				✓				✓	
Does data collected from the equality groups have a positive impact on this policy?	Age		Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'						
	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Y	N	N	S	Yes	No
	✓				✓				✓				✓				✓				✓				✓				✓	
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																													
Preliminary EIA completed by				Date				Preliminary EIA approved by				Date																		
R Begum				26/03/2019				N. Rehman				26/03/2019																		

Headteacher:	R begum	Date:	26/03/2019
Proprietor:	Nadeem Rehman	Date:	26/03/2019