

# Art Policy

## Intent

At Reed First School, we value Art and Design as an important part of the children's broad and balanced curriculum. Art and Design provides the children with the opportunities to express their individual interests, thought and ideas while helping them to explore new knowledge across the curriculum.

We believe that 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 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.

During each academic year, our planning ensures that the children have opportunities to engage in a variety of art forms. **Art is taught in a cross curricular way through Topics. In the Early Years, art is taught through Expressive arts and design** which is one of the seven areas of the Early Years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

We state which elements and mediums of art are being taught and applied and its inspiration. We ensure that all elements and mediums are used through the year. Our curriculum map also specifies where artists, designers and architects are studied. It gives clear progression between year groups and key stages including end points and ensures clear focus in individual lesson planning by the teachers.

Teachers have access to [www.accessart.org.uk](http://www.accessart.org.uk) to support their CPD in the subject.

<i>Inspiration</i>
Artist
Designer
Architect
Environment
Culture
<i>Elements</i>
Line
Shape
Colour
Form
Texture
Space

<i>Mediums</i>
Painting
Drawing
Photography
Collage
Clay
Sculpture
Printing
Environmental
Textiles
Montage
Computing

# Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.



**Line:** A mark made by a pointed tool such as a brush, pencil, pastel, stick, pen as a moving point.



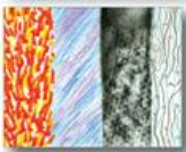
**Shape:** Use of shape to create recognisable forms to appear two dimensionally.



**Colour:** Colour is used through pure colours to create tones, tints and shades. Pure colours are primary, secondary and tertiary. Tones are created by adding grey to these colours, tints are made by adding white and shades by adding black.



**Form:** Takes up space and volume. They are created to be able to be viewed from many sides three dimensionally.



**Texture:** Describes the feel of a surface. It can be real or imagined.



**Space:** Used to create an illusion of depth. Space can be three dimensional, two dimensional, positive and or negative.

## Resources

Every classroom has a colour wheel clearly displayed. In order to achieve progression in skills, all children from Early Years through to the end of Year 4 are taught how to use primary colours to colour mix and by the time they leave the school, they should be secure in their understanding of how to make secondary colours, tertiary colours, tints, tones and shades.

Children in Key Stage One and Two have a sketch book to experiment and study as part of the lead up to create a final piece of work.

Each class has non-consumable resources such as water pots, brushes and pallets in the room. Other resources specific to art are located in the Resources Room. Where resources are running low or missing, teachers inform the subject leader and make an order request.

Visits and workshops are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children.

## Marking and feedback

The school marking and feedback will be used in the teaching of Art. This will include live marking and some written feedback. Children will also be given time to self-review their work, and will be given time to respond to particular 'challenge' questions or advice. Please see our separate Marking and Feedback policy for more information (<https://reed.herts.sch.uk/download/mark-and-feedback-policy/>).

As part of the process of creating a piece of work, the children in Key Stage One and Two, complete an evaluation of their work. This is used to inform next steps and assessment.

<i>Evaluation of Art work</i>		
<i>Elements:</i>	<i>Medium:</i>	<i>Inspiration:</i>
<i>Do you have new skills and knowledge?</i>		
<i>What can you do now that you couldn't do before?</i>		
<i>What was difficult? Why?</i>		
<i>How did you overcome the difficulties?</i>		
<i>What would you do differently next time?</i>		
<i>Is there anything you will need to practise before you work with the same medium again?</i>		

## **Assessment**

In each lesson, it will be made clear to the children which skills they will be using. Feedback will be given in relation to the skills taught and used. Our skills progression documents are used to assist the teachers in identifying those pupils who have met the expected standard, are working towards the expected standard or who are working at greater depth within the expected standard. They are assessed against:

Judgements are entered after each unit of work by assessing all pieces created that term, at the end of the year, an overall judgement is made against the criteria to award WTS, EXS or GDS in each area.

Examples of work are collected in an electronic portfolio to demonstrate standards and the school prides itself on high quality displays which celebrate and show case the work produced in art.

## **Differentiation and Special Educational Needs**

All children are taught the Art curriculum. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome, the grouping of the children, resources provided and/or support from peers or adults.

We use a range of mediums to support children across the school and ensure all children are able to use the resources available.

The exploration of materials in art offers children the chance to take risks and discover what can be achieved. While there are end points to achieve, techniques to learn and shared projects; the children are encouraged to create pieces individual to them and celebrate their unique interpretation of the project or piece.

Art is also used through therapies provided by NESSie when referrals by the school SENCO are made to support children who have social, emotional or behavioural needs.