



## Potley Hill Primary School

### Art Policy

The policy for Art is based around our school vision and supplements/works in conjunction with the Teaching and Learning Policies of our school and in line with National Curriculum requirements and expectations.

#### Principles

Children will be given:

- space to express ideas and feelings visually and time to reflect and discuss what they have done
- the chance to develop their cultural capital, visual literacy skills and imagination, alongside ensuring a growing competency across a repertoire of artistic skills and techniques
- their own sketchbook to show their personal visual thinking journey
- opportunities to practice and develop mastery across the key processes of: drawing, painting, printing, textiles and collage, sculpture and photography
- the skills needed to investigate the visual and tactile aspects of the natural and made worlds
- the opportunity to work both individually and as a member of a group, across a range of scales
- the opportunity to work from direct observation, imagination and memory and opportunities to view work in galleries and exhibitions
- the opportunity to work with and appreciate the work of artists, crafts people and designers, including those from other countries, cultures and times
- opportunities to use art across the curriculum to support their learning in other subjects
- confidence that their work is appreciated through its use in high quality displays
- opportunities to develop resilience, independence, perseverance and a 'growth mindset' throughout their art learning

#### Resources

Potley Hill has a wide range of resources for both 2D and 3D that support the teaching and learning of Art across Reception, Key Stage 1 and Key Stage 2. Basic painting resources are kept in Year Group areas, with specialist materials being kept in the Art Cupboard.

We also have:

- Paper resources in the stockroom and paper drawers in the library and by the office
- Fabrics, feathers and sewing equipment with DT resources
- Links with the computing curriculum and equipment, for example iPads, online photo editing programmes etc.

#### Teaching

Teaching should be at an appropriate level through a planned scheme of work, which identifies continuity and progression. It should include the exploration and development of ideas, investigations of works of art and a final piece, followed by an evaluation of work. There should be opportunities for creativity and independent choices.

Art may be taught within cross-curricular units, although some skills and techniques will need to be taught separately. When new techniques and skills are being introduced, it is important to include modelling and the viewing of a finished/worked example.

Teaching should also provide learning opportunities which are matched to the learning needs of all students, including those with learning difficulties and special educational needs.

Children should be given opportunities to see, discuss and appreciate the works of a wide variety of artists, crafts people and designers, including a breadth of artistic styles and forms, both modern and from across history, as well as people of different genders and ethnicities.

### **Assessment**

Assessment will form an integral part of the teaching and learning of Art. This will be done by observing children working, by listening to their responses and by examining work produced. Self and peer assessment should form a regular part of lessons. Teacher assessments are made on the application, development and use of art skills, not on personal responses to artwork.

### **Safety Issues**

Children should be taught to use protective clothing where appropriate and to work with tools and equipment safely, as well as being taught tidy working practises.

Teachers and pupils should be aware of the careful use and storage of potentially hazardous material and tools.

**Policy Date: June 2022**

**Review Date: June 2025**