



# HAZEL LEYS ACADEMY

'Be Inspired'

'Placing our pupils at the heart of everything we do'

## Art Policy



## Art Policy

At Hazel Leys, we believe that a comprehensive art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills.

Our art curriculum is designed to enable children make connections between the work of artists, architects and designers and their own work. The curriculum provides meaningful opportunities for self-expression to give children the space to learn who they are as an artist by exploring different mediums. We aim to ignite children's love for art by giving them the ability to express themselves through drawing, painting, sculpture, printing, collage, photography and textiles. The curriculum also provides extensive opportunity for children to **develop their skills in visual literacy** by looking at, thinking and talking about art.

The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, adaptive teaching, behaviour and discipline, special educational needs and equal opportunities.

The National Curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## Subject content

### Early Years Foundation Stage (EYFS)

Through Expressive Arts and Design children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out. Children are encouraged to create on both small and large scales and our outdoor environment supports this well. Staff encourage the children to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem. From an early age they are encouraged to give opinions on their own and others work and to talk about what they could do next to enhance their own work or the work of others.

Every unit of work covers all of the Early Learning Goals (ELG's) within the Early Years Framework. With children having opportunities to return to skills in order to develop mastery within art.

### Key Stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To be taught about the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketchbooks to record their observations and use them to review and review ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- To know about great artists, architects and designers in history.

### **Objectives**

Art at Hazel Leys will:

- Provide a range of stimulating and creative opportunities which create a framework for success and enjoyment,
- Develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- Develop the pupils' capability in developing and expressing ideas through art by visual investigation
- Encourage pupils to evaluate and review their work and that of others, both individually and in groups
- Encourage the pupils to respond to, and articulate opinions on art using specialist art vocabulary when describing their work and ideas.

### **Principles of Teaching and Learning**

#### **Adaptive teaching and special needs**

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Adaptive teaching is therefore a key component to ensure learning will be open ended and planned to ensure all children can access the lesson objectives. Individual children will be supported by relevant questions and modelling from the staff. These interventions from the staff to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. All approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

#### **Breadth and balance**

We aim to ensure that children will experience using a range of media and techniques.

The study of the work of artists, craftspeople and designers, past and present from a variety of cultures, (both western and non-western) will be an integral part of practical art and design activities. Our art curriculum is linked to learning across other subject areas to enable children to deepen their knowledge and apply it in a wide range of experiences.

#### **Variety**

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical, and critical skills needed to:

- Express ideas and feelings
- Record observations and engage in visual investigation
- Design and make images and artefacts
- Explore and experiment with both two and three dimensional materials.

## **Use of Sketchbooks**

Sketchbooks are used from year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include:

- Experiments with using various marking media drawings in a range of media
- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit.
- Details of something that will be drawn or painted in entirety

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes. These will be passed onto the next teacher each year.

In Early Years, 'My Learning Journey' books are used to record art work along with a written record of the child's voice on art work that they have completed.

## **Progression in Art**

Progression in art will be achieved by:

- Increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- Ensure skills are revisited to ensure opportunities for continued progression
- Each year group has a clear set of skills to teach which build upon the previous years learning and readily prepares them for future learning
- Increasing the level of challenge and expectation of achievement
- Continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions
- Portfolios of art work will be collected by each teacher and these will be used to demonstrate progress over time as well as in using different media.

## **Cross-curricular skills and links**

Pupils will engage in learning through art, in art and about art through cross-curricular topics and some stand-alone sessions.

Through art and design activities opportunities will be provided to develop pupils':

- Creative skills
- Knowledge and understanding of the world around them
- Understanding of a sense of time and place
- Awareness of the ideas, attitudes and beliefs of others

### **Participating in Arts in the Wider Community and Additional Opportunities**

At Hazel Leys we work closely with local art groups such as The Cube. There is an annual service level agreement that enables children and staff to be able to participate in art workshops including the broader Arts curriculum such as dance, music, drama and theatre. Visiting artists, crafts people, designers, musicians, dancers and authors provide children with the opportunities to develop their skills and deepen their knowledge of Arts. The Academy will also participate in local arts events and opportunities that are available.

An Academy Art Gallery is used to promote and develop a passion for art. All classes contribute work to the gallery and a focus for the termly theme includes art from a range of cultures, time, media and artists.

### **Equal opportunities**

All pupils will have an equality of access to a broad and balanced art curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

### **Health and safety**

Pupils will be taught to use materials, tools and equipment safely. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Teaching staff are responsible for the supervision of activities that involve cutting, printing, use of hot materials, art tools such as lino cutting blades and clay tools. Any faulty equipment must be reported to Health and Safety Contact.

### **Role of the Teacher**

The teacher is responsible for using the curriculum to plan engaging lessons that develop skills, deepen knowledge and provide children with a rich and varied involvement in art in all its forms. Teachers will:

- Use cross curricular links and themes to introduce and/or deepen skills and abilities in using art. For example modelling in EYFS using playdough, Modroc, plasticine, clay to make dinosaurs to Year 6 choosing materials to create their own sculpture in the style of different artists.
- Ensure that planning includes using indoor and outdoor materials to create art.
- Ensure that they are building on skills from prior years by using assessment information and sketch books to inform next step planning.
- Ensure that they are prepared – resources, skills and knowledge to deliver an effective and successful art curriculum.

- Plan a timetable of art which will include either weekly lessons, block sessions or art days to ensure full coverage of the art curriculum.

### **Assessment, Monitoring and Evaluating Art**

At Hazel Leys, the Art curriculum is measured in a variety of ways to ensure accurate assessment, monitoring and evaluation:

- Annual reporting of standards across the curriculum.
- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

By end of the Art curriculum at Hazel Leys, our children will:

- Have a growing knowledge of the importance of art, craft and design in society and the wider world
- Have a wider vocabulary of art specific terms.
- Aspire to discover more about various artists, themes, artistic movements
- Know that they can use their voice to express their opinions on pieces of art and critique appropriately
- Be able to apply the formal elements of art (colour, shape, form, line, tone, texture, composition, space and pattern) with increasing confidence across a range of medium (drawing, painting, sculpture, printing)

The Art Coordinator is responsible for monitoring the standard of work through the collection of work in Sketch books, Gallery Art and Class Displays. Scrutiny of planning, observations of art lessons and interviews with children will support evaluative reports on the subject to be shared with teaching staff and senior leaders.