



The Manor School

Art Policy

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At The Manor, we believe art:

- Stimulates creativity, imagination and inventiveness through a range of visual, tactile and sensory activities and experiences.
- Gives children the knowledge, skills and concepts to express their ideas, observations and responses.
- Enables children to communicate what they see, feel and think through the use of colour, texture, form, line, pattern, shape and modelling.
- Is an experience and subject where children can feel confident and safe to explore, express and give and receive feedback.

We aim to teach children to:

- Explore and create artist work within the 6 areas of art throughout their time in Primary School – drawing, painting, print making, collage, textiles and sculpture.
- Become confident in their ability to produce and critique art work.
- Record first hand observations and use these to inform their planning and development of ideas.
- Use a range of materials and tools to design and make their work/products.
- Develop techniques in colour, texture, form, line, pattern and shape throughout different types of art work.
- Use ICT where applicable.
- Increase and develop their ability and accuracy within the 6 areas of art.
- Analyse and evaluate their own and other's artwork in a sensible manner using technical vocabulary.
- Know of famous artists, craft makers, sculptures and designers, including the historical and cultural development of art form.

Teaching styles and strategies:

- The Manor uses a variety of teaching and learning styles in Art and Design lessons.
- We want to develop children's knowledge, skills and understanding.
- There is a mixture of whole class, small group or individual teaching and modelling.
- Use of good examples from artists and children within the class/year group are shared.
- Consolidation and practise of skills, including those previously taught.
- Use of ICT.
- Setting activities which are differentiated and supportive.
- Celebrating success and the children's ability to review their art work.
- Providing the appropriate resources to complete a given activity.

Equal opportunity:

- All children should be allowed equal access to the lessons and resources regardless of gender, race, religion or ability.
- Children should be encouraged to express themselves through the use of art.
- Those children who are very able should be given progressive extension activities to deepen their skills and knowledge.
- Those children who are not as able should be given supportive modelling, teaching and resources to enable them to feel confident to produce a piece of art work they are proud of.

Use of ICT:

- The use of iPads and/or laptops are available with the appropriate software to support the teaching and creation of art.
- The use of iPads and/or laptops aid the children's research and knowledge of artists and art skills.

Assessment:

- Children's work is carefully observed and assessed throughout the lessons.
- The use of the The Manor School's Art Progression Ladder will enable teachers to plan and develop the children's next steps, both to support and extend.
- Evidence of the children's knowledge, skills and understanding will also be clear in their sketch books.
- Photographs and videos can also be used as evidence to show the child's ability of a particular skills/area of art.

Role of Art Subject Leader:

- Ensure art is delivered to a high-quality throughout the whole school.
- To offer advice and support regarding lessons and skills.
- Maintain, organise and purchase/order whole school art resources.
- To be made aware of a particular art resource which is needed or low in stock within the school.
- Monitor sketch books and share/celebrate good examples of teaching and work for both adults and children.
- Create a whole school display to celebrate the children's efforts and achievements/end product.
- Promote liaison between schools.

Resources:

- Each child has their own sketch book to showcase their learning journey through each term and the whole year. This sketch book is taken to their new classes every year.
- Each classroom has a set of paint, PVA glue and pencils.
- Phase resources, such as water colours, paint brushes, water pots and glue sticks, are kept in the Phase Leader's classroom and replaced once finished and cleaned.
- Teachers can order specific resources which must be cleared by Head Teacher.
- Resources should be carefully looked after and stored appropriately. Children should also be expected to take care when using and cleaning resources.

Planning/scheme of work:

- Art can be taught as a discrete or 'topic' linked subject.
- Art can also be used as part of the 'project-based curriculum' outcome providing the knowledge and skills are still taught to a high standard.
- The skills within art can also be used in other lessons, such as drawing in geography. These skills must still be modelled and taught appropriately.

Foundation Stage:

- We relate the creative aspects of the children's work in Foundation Stage to the objectives set out in the Early Years Foundation Stage framework.
- Art and design make a significant contribution to the objectives in the EYFS profile by developing a child's creative development through activities including painting, drawing, collage, printing and model making.
- Children are encouraged to express their own responses, feelings and ideas using visual, tactile and verbal means.
- We provide a rich environment in which we encourage and value creativity.

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 with each other in lessons. Working in groups allow children to work/collaborate together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work will help them to develop a respect for the abilities of other children. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople