

Hanley St Luke's Church of England Academy

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ART POLICY

Date adopted	Historic
Date last reviewed	June 25
Next review date	June 26
Subject lead	Charlotte Brown
Governor/Committee (where applicable)	Julie Salisbury

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

This policy outlines the teaching, learning, organisation and management of Art and Design at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

Introduction:

We actively encourage the children at Hanley St Luke's to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas. Teaching should ensure that children have the opportunity to develop a range of skills through the creative curriculum.

Teaching and Learning of Art:

- Enable children to develop ideas
- Allow children to explore and master techniques.
- Develop children's knowledge of great artists and allow them to draw on this knowledge for inspiration.
- Enable children to express their emotions, interpret observations, convey insights and accentuate their individuality.
- Nurture every child's ability to draw confidently and adventurously
- Develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing. There is no 'right' or 'wrong' in art!
- Nurture each child's Independence, initiative and originality which they can use to develop their creativity.
- Ensure children have the ability to reflect on, analyse and critically evaluate their own work and that of others.
- Help children to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- Enable children to develop an impressive knowledge and understanding of other artists, craft makers and designers.
- Support and challenge children with special educational needs and those who are gifted and talented.

By working in the following ways we will meet our aims:

- Ensuring skills are clear in medium term planning.
- Ensuring Success Criteria is shared with the children and reflected on.
- Ensuring Equal Opportunity.
- The gradual introduction of a range of materials and techniques and ensure time for exploration.
- Introducing sketch books at Key Stage 2 to plan, explore and evaluate work as appropriate to the individual. At Key Stage 1 Teachers will keep a record of pieces of work that show progression in topic books or individual artworks.
- Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
- Using memory and imagination as starting points as well as developing work from direct observation.
- Allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit.
- Show clear progression of skills throughout the school journey.

Planning and Provision for Art:

Each teacher is responsible for linking the progression to the needs of their class and the topics covered in the creative curriculum. Teachers further ensure that their lessons cater for the learning needs of all children and allow for pupil progression. Lessons are taught through cross curricular topics including mathematics, in some year groups as weekly lessons, in others as blocks. Teaching of skills are supported using the Grammarsaurus art scheme, with 3 blocks used across the school; monochromatic, chromatic and sculpture. Teachers also ensure that there are multiple opportunities to learn about artists and explore their artwork and techniques. The school has an Art Lead, who works closely with the Music lead, to ensure that creativity across the Arts, as well as the Design and Technology Lead who are available to offer support

and guidance to other teaching staff relating to planning and teaching within art. Other skilled staff members are available in school to support staff as necessary. See the whole school overview below:

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Whole School Art Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Colour mixing.. Primary and secondary colours. Mark making. Drawing. Shape printing. Dot painting. Weaving. Christmas cards and calendar designs.		Blow Painting, string painting, Painting on foil, painting on ice Observational drawing skills .Weaving skills.		Symmetry skills. Snail trails – Henry Matisse Observational drawing skills. Kandinsky–Concentric circle. Camouflage/ Animal printings.	
Year 1	Grammarsaurus Monochromatic Unit Skill: Drawing 5x Lessons Artist: Christa Rinjeveld	Skills Colour mixing tones and shades	Grammarsaurus Chromatic Unit Skill: Mixed Media – Painting and Collage 5x Lessons Artist: Hilma af Klint	Skills : Water colours Van Gough – Taking Inspiration from the greats	Grammarsaurus Sculpture Unit Skill: 3D with Clay 5x Lessons Artist:	Skills – Dip Dying Digital Art
Year 2	Grammarsaurus Monochromatic Unit Skill: Drawing 5x Lessons Artist:	Skill: Textiles Paper weaving 3-5x Lessons Artist:	Grammarsaurus Chromatic Unit Skill: Mixed Media – Painting and Collage 5x Lessons Artist: Ted Harrison	Skill: Printing Tudor Houses 3-5x Lessons Artist:	Skill: Drawing Detailed Drawing of Leaves 3-5x Lessons Artist: Georgia O'Keeffe	Grammarsaurus Sculpture Unit Skill: 3D with Clay 5x Lessons Artist: Local Pottery Artist
Year 3	Grammarsaurus Monochromatic Unit Skill: Drawing 5x Lessons Artist: L S Lowry	Skill: Textiles Dying with Natural Materials (Fruits, berries) 3-5x Lessons Artist:	Grammarsaurus Sculpture Unit Skill: 3D with Clay 5x Lessons Artist:	Skill: Collage In the style of Surprise! By Henri Rousseau 3-5x Lessons Artist: Henri Rousseau	Grammarsaurus Chromatic Unit Skill: Mixed Media – Painting and Collage 5x Lessons Artist: David Hockney	Skill: 3D Mosaic Tiles 3-5x Lessons Artist:
Year 4	Grammarsaurus Monochromatic Unit Skill: Drawing 5x Lessons Artist: Patrick Hughes	Skill: Printing Emma Bridgewater 3-5x Lessons Artist: Emma Bridgewater	Grammarsaurus Chromatic Unit Skill: Mixed Media – Painting and Collage 5x Lessons Artist: Pablo Picasso	Skill: Textiles Dying fabric and weaving 3-5x Lessons Artist:	Grammarsaurus Sculpture Unit Skill: 3D with Clay 5x Lessons Artist:	Skill: Collage Cardboard Egyptian Pharaohs 3-5x Lessons Artist:
Year 5	Grammarsaurus Monochromatic Unit Skill: Drawing 5x Lessons Artist: Allison Kunath .	Skill: Textiles Sewing 3-5x Lessons Artist:	Grammarsaurus Chromatic Unit Skill: Mixed Media – Painting and Collage 5x Lessons Artist: Sarah Biffin/Noor Bahjat	Skill: Collage The Wave by Hokusai 3-5x Lessons Artist: Hokusai	Grammarsaurus Sculpture Unit Skill: 3D with Clay 5x Lessons Artist: Andy Goldsworthy	Skill: Printing Repeating Patterns in the style of William Morris 3-5x Lessons Artist: William Morris
Year 6	Grammarsaurus Monochromatic Unit Skill: Drawing 5x Lessons Artist: Leonardo Da Vinci	Skill: Painting/Collage Portrait in the style of Frida Khalo 3-5x Lessons Artist: Frida Khalo	Grammarsaurus Chromatic Unit Skill: Mixed Media – Painting and Collage 5x Lessons Artist:	Skill: Printing Screen Printing 3-5x Lesson Artist: Banksy	Grammarsaurus Sculpture Unit Skill: 3D with Clay 5x Lessons Artist:	Skill: 3D Glass Mosaic 3-5x Lessons Artist:

Assessment, Recording and Monitoring of Art

Teachers regularly use Assessment for Learning, which includes observations, discussion and questioning of the children during their participation in the arts. This allows teachers to monitor the effectiveness of their teaching and the learning taking place. Photographs are used as a means of recording evidence of pupils achievements, along with any work produced. The Art Lead also regularly monitor work within art, to ensure continuity, coverage and progression throughout the school and Key Stages. Self-assessment and peer assessment is used regularly to support the children's assessment for learning. Displays are an integral part of Hanley St Luke's and help to create a creative and welcoming learning environment. Work is showcased in our HSL Museum and Art Gallery.

Roles and Responsibilities

The Art Lead will be responsible for:

1. Ensuring progression of skills throughout the school
2. Ensuring the effective teaching of Art throughout the school and monitoring as outlined in the Teaching and learning Policy
3. Auditing, organising and purchasing Art and Design resources
4. Offering support and advice on possible teaching activities to all staff

Health and Safety

Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of Health and Safety are not given proper attention activity. It is not always possible to remove all risks and hazards.

The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways. It is important that children learn to use items of protective clothing such as overalls, aprons and gloves.

There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use.

Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task.

(Taken from Health and Safety Education – Art for all ages 5-14)

Use of ICT within Art

The use of ICT within the arts curriculum allows children to develop their skills and creativity, both within the arts and other areas of the curriculum in which they are embedded.

Equal Opportunities

All children regardless of ability, should have equal access to the Art curriculum in line with the school's Equal Opportunities and inclusion Policies to ensure that individual learning needs are catered for, including those of children with Special Educational Needs and those children

identified as Gifted and Talented.

Teachers will aim to provide effective learning opportunities by:

- setting suitable learning challenges
- responding to children's learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.

Resources and Resource Management

There are central resource areas where tools and materials are stored into skills based sets. Each class has their own basic tools and materials and in addition to this central store of resources. Class teachers should inform the Art Lead if their class store needs replenishing or if they use up a resource so it can be replaced. If a member of staff wishes to request specialist resources for their class they should speak to the Art Lead in advance of when it is required.