



Art Policy	
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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**

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 the exploration.
- Introducing sketch books at Key Stage 2 to plan and evaluate work as appropriate to the individual and at Key Stage 1 Teachers will keep a record of pieces of work that show progression.
- 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.

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. The school has an Art Lead, who works closely with 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. An overview of skills progression is detailed here:

	To develop ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	To take inspiration from the greats	Digital media
Year 1 and 2	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils	Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels	Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture	Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers) Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques.	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Use a wide range of tools to create different textures, lines, tones, colours and shapes
Year 3 and 4	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language	Use different grades of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.	Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.	Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Create images, video and sound recordings and explain why they were created.
Year 5 and 6	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.	Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work	Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	Enhance digital media by editing (including sound, video, animation, still images and installations).

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.

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 various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources. Class teachers should inform the Art Lead if their class store needs replenishing or if they use up something 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.