

# Kentmere Academy and Nursery

## Art policy



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## 1. Aims and Objectives

Art is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Art reflects our culture and society and so the teaching and learning of art enables children to better understand the world they live in. Besides being a creative and enjoyable activity, art can be a highly academic and demanding subject. It is also important in helping children feel part of a community. At Kentmere Academy, we aim to provide a happy, safe and caring environment where all individuals get the chance they deserve and the opportunity to develop skills for life. We gain high standards through great expectations of all by creating interesting and exciting learning experiences. We aim to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms.

- We aim to provide visual, tactile and sensory experiences to stimulate unique creative responses to the world in which they live.
- We aim to develop pupils' understanding of colour, form, texture pattern and their ability to use materials and processes to communicate what they think, see and feel
- We encourage children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- We encourage children to recognise the need to modify their work and to be able to discuss their reasons.
- We provide opportunity to explore with pupils ideas and meanings in the work of other artist, craftspeople and designer, and to help them learn about their different roles and about the functions of art, craft and design in their own lives and in different cultures.
- We aim to help pupils to learn how to make thoughtful judgements and decisions based on knowledge and aesthetical understanding and become actively involved in shaping environments.
- We encourage the children to foster an enjoyment and appreciation of the visual arts, and knowledge of artists, craftspeople and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## 2. Art and Design

The provision of art and design is designed to challenge the abilities and aptitudes and aims to motivate the child to express their own ideas through creativity.

## 3. Purpose

The purpose of this document reflects the school's values and philosophy in relation to the teaching and understanding of Art and Design. It sets out a framework for the teaching of art and design, giving guidance in planning, teaching and assessment.

#### 4. Curriculum content

Planning should take into account the needs, gender and race within each year group so that all children find the work accessible, stimulating and, whenever possible, appropriate to their interests.

Children will take part in discrete art sessions linked with the Cornerstones Curriculum, Sunshine Days, Themed Days and other curricular subjects. These will be planned using the agreed scheme of work. Teachers may adapt this scheme of work to support other subjects and can be planned in a cross curricular manner.

Children with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from 'open ended' art tasks and activities.

It is also a subject not necessarily governed by academic ability and provides all children with an opportunity to succeed. Each child is encouraged to feel their work is respected and of equal value to the work of others. Each child's work is celebrated and displayed – thus helping to promote self-esteem.

We aim to give all children the opportunity to develop an appreciation of art from different cultures through topic work or when studying religions and specific festivals.

Teachers present pupils with work from a variety of artists, craft workers and designers – including both genders and work from artists with a variety of ethnic backgrounds.

Where ever possible the children will be given the opportunities to work alongside artists to create a piece of work. This may be an artist visiting school and working in the children's class/teachers may wish to organise visits for children to galleries to view artists work in addition classes can also attend workshops at Touchstones.

Art throughout the school is taught in accordance with the Corner Stones Curriculum. This covers all aspects of the new curriculum, and is also linked closely with the topic in each class.

#### 5. Assessment

The art subject manager will keep a school portfolio of photographs which reflects the diversity of art work within the school. This is a resource for teachers as well as a means of celebrating children's work. It can also be used as a method of sampling the progression of children's art work within the school.

Children's completed art work will be used as an aid to informal teacher assessment.

#### 6. Teaching and learning style

At Kentmere Academy we make art an enjoyable learning experience. We encourage children to participate in a variety of art experiences through which we aim to build up the confidence of all children.

We recognise that there are children of widely different art abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks, which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty for more able children.
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity depending on the ability of the child.

## 7. Foundation Stage

5.1 We teach art in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the art aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Art contributes to a child's personal and social development.

## 8. Teaching art to children with special needs

We teach art to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in art takes into account the targets set for individual children in their Individual Education Plans (IEPs). See SEN Policy

## 9. Organisation

Across the school, cross-curricular links between art and other subjects e.g. topic work are made. It also links into our themed days throughout school such as Sunshine Day etc.

## 10. Assessment and recording

Teachers assess children's work in art by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons.


The peripatetic teacher should then record whether children are emerging, meeting or exceeding on target tracker.

All evidence of art teaching and learning (photographs, written notation, composition of lyrics, etc.) will be recorded in the children's Topic books/ Learning Journey's and the subject Art folder.

## 11. Inservice

Appropriate opportunities for in-service training are found, whenever possible, for the art co-ordinator and members of staff and then shared at staff meetings.

Signed: Sarah Isberg (Headteacher)



Agreed by Governing Body: Mr Simon Day (Chair of Governors)



Date: July 2018

Review: July 2020