



Uplands Junior School

Art Policy June 2020



Statement of Intent

At Uplands Junior School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, citizenship and religious education.

In line with government guidelines more emphasis is given to English, mathematics, science, and I.T. Our broad and balanced curriculum also includes design and technology, history, geography, art, music, physical education, French and personal social and health education. At Uplands Junior School, we aim to provide our children with a broad range of opportunities within art, placing a great emphasis on the importance on this subject area.

Our aims in teaching art are that all children learn to:

- Find enjoyment and purpose in art and express themselves confidently in a creative, imaginative manner and through exploration. [Article 13: Freedom of expression](#), [Article 31: Leisure, play and culture](#).
- Develop artistic skills, with individuality and creativeness flowing through everything they do. [Article 13: Freedom of expression](#), [Article 31: Leisure, play and culture](#).
- Appreciate a wide range of artists and art works and discuss these confidently using appropriate vocabulary
- Know how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation and beyond. [Article 31: Leisure, play and culture](#).
- Experiment with a range of media, materials and techniques competently. [Article 13: Freedom of expression](#), [Article 31: Leisure, play and culture](#).
- Develop their observation and description skills using appropriate vocabulary.
- Express ideas and feelings through creative work and in both two and three dimensions. [Article 13: Freedom of expression](#), [Article 31: Leisure, play and culture](#).
- Value and respect their work and the work of others, discussing work using appropriate vocabulary. [Article 13: Freedom of expression](#), [Article 31: Leisure, play and culture](#).

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural and historical understanding.

1. The National Curriculum

Key skills are taught within art and applied in other subject areas where appropriate. Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created. As teachers, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations. Children will have embedded the key art skills needed to allow them to produce inventive pieces of art.

The National Curriculum 2014 prescribes that at **Key Stage 2** pupils should be taught:

- 1.1.1. To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 1.1.2. To create sketch books to record their observations and use them to review and revisit ideas.
- 1.1.3. To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- 1.1.4. About great artists, architects and designers in history.

2. Planning and teaching

All children are provided with a broad art stimulus, which builds upon their KS1 art knowledge and skills. Every opportunity is taken to make art enjoyable and engaging; this includes an annual celebration of art through our 'Uplands Arts Festival', which cumulates in an exhibition showcasing work from every single one of our pupils.

Key Stage 2

- 2.1.1. At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.
- 2.1.2. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

2.1.3. Pupils learn to improve their use of tools and become confident in using a variety of techniques.

2.1.4. Pupils increase their awareness of art from different cultures and historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Planning also contains links to the [UN Convention on the Rights of the Child](#), which in turn further embeds the "Respect for All" ethos at Uplands.

We recognise the fact that in all classes there are children of widely-different abilities and experience in art and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child in line with [UNCRC Article 29: Goals of Education](#).

In many lessons differentiation is achieved by: • setting common tasks which are open-ended; • adapting the tasks and challenges set; • providing differing or additional resources depending on the ability/wishes of the child.

Children are regularly given opportunities to share their ideas and experiences. Completed work is celebrated and displayed within classrooms and in other areas of the school. This promotes respect for their own and each other's freedom of expression, enabling pupils to enjoy [UNCRC Articles: 13 \(freedom of expression\), 29 \(Goals of Education\) and 31 \(leisure, play and culture\)](#).

3. Learning environment

3.1. Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity.

3.2. Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles.

3.3. Planning for art and design is provided for in medium and long-term plans and is based on creative curriculum themes.

4. Assessment and recording

The assessment of art is undertaken bi-annually: teachers evaluate children across the range of skills taught and developed, judging them as 'working towards', 'expected' or 'greater depth' within their current year group expectations.

- 4.1. Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.
- 4.2. At Key Stage 2, pupils are required to show their progression in their sketchbook.
- 4.3. Progression and achievement of pupils is monitored through learning walks - monitoring of sketch books and year group portfolios. When possible the subject leader will observe lessons informally.
- 4.4. Photographic records and evidence of work may be put into sketchbooks and year group portfolios.
- 4.5. An Art assessment is included in the end of year report.

5. The subject leader

- 5.1. The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within medium-term plans / creative curriculum plan.
- 5.2. They will monitor the quality of teaching and the standard of work produced.
- 5.3. Evidence will be kept from year to year.
- 5.4. The subject leader will offer support to colleagues and share their own/staff expertise and experience.
- 5.5. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.
- 5.6. Organise whole school annual arts festival.
- 5.7. When and where possible, provide children opportunities to work with secondary schools or other outside agencies on projects.

6. Resources

- 6.1. Each classroom has basic art resources maintained by the individual teachers.
- 6.2. Learning resources, such as books, to aid teaching are held in the resource room- or by the art co-ordinator.
- 6.3. Money for subject development is allocated or a request can be made based on needs identified.

7. Displays

- 7.1. The school promotes the displaying of art work in classrooms. It can influence how children feel about their environment, convey standards

and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

- 7.2. Displays should vary in range and communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

8. Health and safety

- 8.1. Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.
- 8.2. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities.
- 8.3. Mod-roc (a plaster covered bandage) may be used to construct sculptures and casts (such as face masks). The use of Mod-roc is always under strict adult supervision and skin is protected by using a barrier cream such as Vaseline.

9. Equal opportunities

- 9.1. Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.
- 9.2. Pupils with special educational needs and disabilities will be assisted during art lessons if required.

10. Contribution of art in the core curriculum

10.1. English

- 10.1.1. Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

10.2. Maths

- 10.2.1. Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

10.3. I.T

- 10.3.1. I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

10.4. PSHE

- 10.4.1. In art lessons children are taught to discuss how they feel about their own work and the work of others.

10.4.2. Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

Signed by

Head teacher
Chair of Governors

Date:

