

# Granby Junior School



## Art Policy

Review Date	Approved by	Governor Minute Reference
September 2024		

**Date: October 2022**



## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design at Granby Junior School.

This policy will be reviewed by the Art Co-ordinator in September 2024 or as required by the School Improvement Plan.

## **Curriculum Statement**

### **Intent:**

“Art and Design is not just a subject to learn, but an activity that you can practice: with your hands, your eyes, and your whole personality.” [Quentin Blake, Children’s Laureate]

The teaching and learning of art at Granby Junior School promotes creativity and imagination. A love of self-expression is at the heart of our art curriculum; allowing children to truly showcase their personality, views and creativity in everything they do. Throughout their time at Granby Junior School children will be able to progressively learn the skills to be able to expressive themselves creatively, work collaboratively and learn about great artist and designers and their techniques. The teaching and learning of Art is linked to the wider topics of learning with school; therefore, giving the pupils opportunities to build their knowledge and skills over a period of time and to showcase their skills and creativity as final pieces. Children are encouraged to become critical thinkers about different styles of art, as well as the techniques and mediums used. This will enable pupils to become self-reflective artists, who constantly strive to achieve their best. Annual ‘Arts’ week are also built into the curriculum to provide children with further opportunities to build upon knowledge, practise skills, work collaboratively and work with potential local artists.

### **Implementation:**

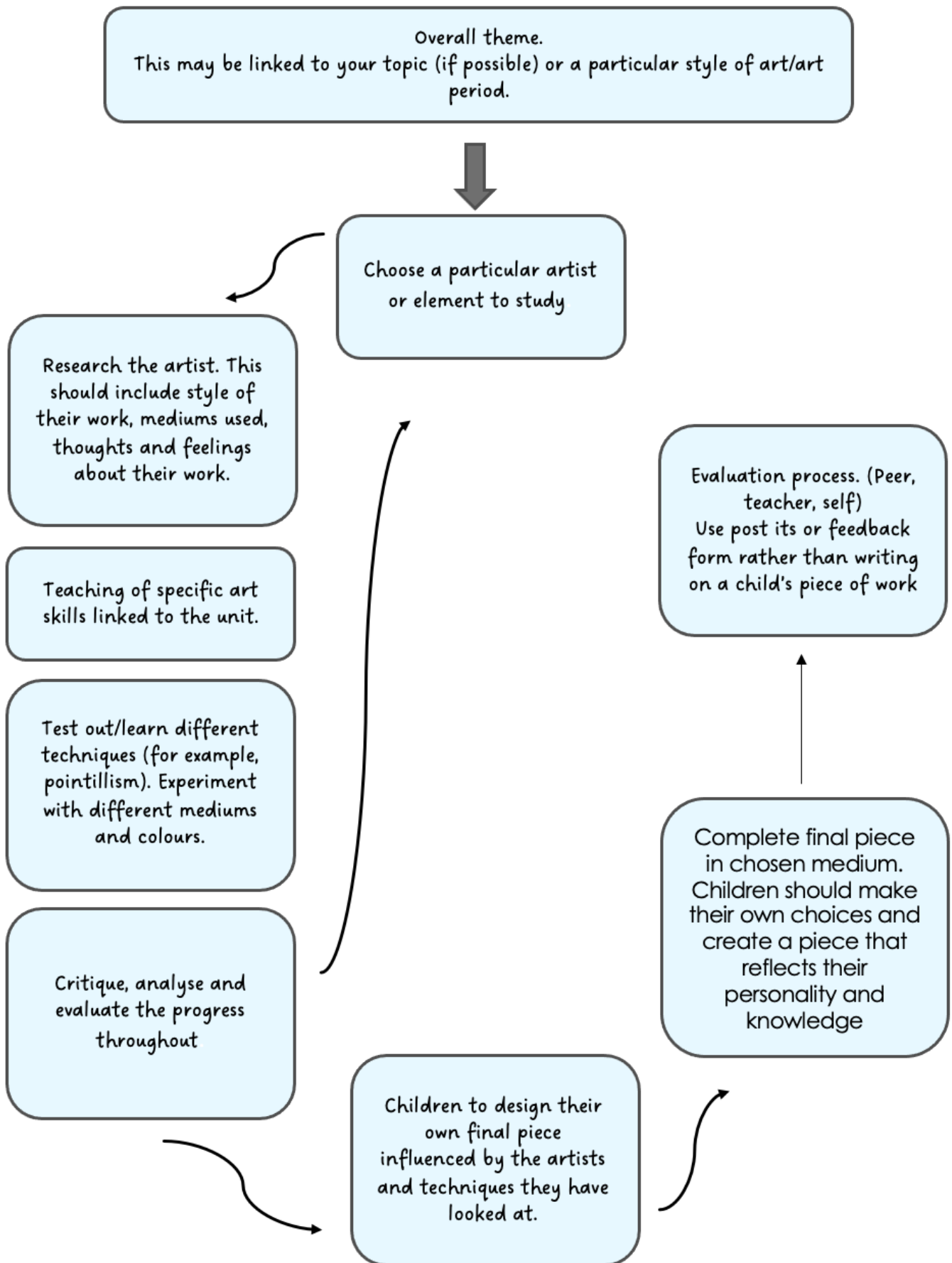
#### ***Planning of Art***

Granby Junior School uses the National Curriculum as a basis for planning. As part of our bespoke curriculum, Art and Design lessons are planned to link with the unit or topic being taught. Lessons are a skills-based sequence of activities, usually with a focus on a particular artist. The children may use what they have learnt in an Art and Design session to reinforce, support and embed their learning in other lessons and vice-versa.

#### ***Teaching of Art***

- Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.
- Use a variety of approaches that are matched to the activity and the ability of the children.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work.
- When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focusing upon art skills.

# Teaching Art Granby Junior School



## **Sketchbooks**

Sketchbooks are used from Year 3 through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

- Sketchbooks should be owned by the pupils, and should be placed at the centre of pupils' creativity.
- Sketchbooks should be used to gather, collect, experiment and reflect – they should be a place of discovery.
- Sketchbooks are a place to experiment – not everything will develop into a final piece. There's no need to rub out – just try again.
- Teachers should **not** mark directly in the book. Teachers should use post-it notes, one to one or small group discussion to discuss sketchbook content.

### ***The contents of the sketchbook could include:***

- Experiments with using various marking media drawings in a range of media that are:
- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of the basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

## **Resources**

- The children are encouraged to use a wide range of resources to support their work.
- Some equipment is stored in a central resource area (art cupboard); although, each year group has a supply of regularly used items.

## **Continuity and Progression**

- Continuity will be ensured by following the 'Art Skills Progression' document.
- Progression will be achieved by placing an increasing demand upon children to develop their art and design skills.
- Expectations of high-quality work are the norm in school. This includes the use of an increasingly wider range of materials and drawing upon specific knowledge and understanding.

## **Safety**

- The school is responsible for teaching art and design in a healthy and safe environment.
- All safety issues need to be discussed with the co-ordinator and the head.
- Safety issues related to a specific task are discussed with the children before starting work
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.

- The teaching staff are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media.

## ***Equality and Inclusion***

Children of all abilities enjoy and benefit from the study of Art at Granby Junior school, and teachers are able to adapt teaching to respond to the strengths and needs of all pupils enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used within classrooms/hall/etc as applicable during Art lessons. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive Art teaching focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled first step examples or focused questioning to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations.

## ***Diversity***

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In Art, children learn about diversity both in terms of cultural diversity and that of gender. This is shown by coverage of art topics that the children undertaken during their time at Granby Junior School. During Art lessons, children should learn about a range of different artists, both male and female, from different cultures and religions (for example – Egyptian Art).

## **Impact:**

### ***Monitoring, Record Keeping and Assessment.***

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Samples of work are moderated throughout the year. Due to the practical nature of the work, evidence of activities undertaken may be in the form of notes or photographs. Children are encouraged to plan, design and evaluate their own work.
- Evaluation of work is carried out through discussion and classroom observations.

### ***Subject leader role***

The Art subject lead is responsible for raising the standards of teaching and learning in Art. This will include:

- Overseeing the design and delivery of the Art curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.

- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.