

Art and Display Policy

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Aims

Broadmead School places great importance on children's understanding of art, both in terms of learning about its history, its place within our and other people's cultures and learning how to create it. The art curriculum is primarily concerned with fostering an enjoyment of the subject as a whole by:

- **Observing art** – looking at art created by others, from famous artists to designers and crafts people; locally, nationally and from around the world.
- **Discussing art** – developing the ability to talk confidently and knowledgably, using the correct vocabulary, about the art they encounter. Understanding how to express their opinions when talking about art, this includes learning to tolerate the work of others.
- **Creating art** – experiencing a wide range of art media and techniques; drawing, painting, collage, computer generated art, sculpture and 3D work and crafts such as sewing, printmaking and weaving. Creating includes producing individual pieces of art work as well as larger pieces that children work collaboratively on.

Ultimately, the school's aim is to ensure children:

- Understand the importance and impact that art, craft and design has on our everyday life.
- Have the opportunity to learn the skills to participate and contribute confidently in art activities so that they can express themselves and communicate how they feel, think and see through the use of colour, texture, pattern and by using different materials and processes.

Structure

Learning, Skills and Knowledge

Like other subjects at Broadmead, art is taught in a cross curricular way and deliver the objectives in the National Curriculum. Learning and activities are based around the half termly International Primary Curriculum (IPC) topic for each year group. Lessons and activities include time to observe and discuss as well as create; there is also time for evaluation.

Foundation Stage

Within the Foundation stage there are adult focused activities each week, where time will be spent observing, discussing and creating art. Activities are planned in line with the class' current curricular theme with the focus on exposing children to a wide range of media and ensuring they create in an imaginative and enjoyable way.

Key Stage One

Throughout school there is equivalent to one session per week dedicated to art. This formal session includes observing, discussing and creating and is planned in line with the class' current IPC topic. It may include practicing previously learned skills as well as trying out new techniques. Some sessions will have the outcome of a clearly defined end product and some will be open-ended with a wide range of responses expected. Lessons are differentiated to accommodate all learning abilities and styles including challenging the more able.

Sketchbooks

Sketchbooks are started in Year 1 and carried through the school. These books are for recording, storing and exploring ideas, plans and designs. They also contain the finished work or photographs of the finished artwork. They are an on-going record of learning and achievement and provide an insight into each individual child's skills progression. Whenever a sketchbook is used as part of a learning activity, the date and Learning Question are recorded and an assessment made.

Cross Curricular Links

Art activities, skills and techniques also make a valuable contribution to other curricular subjects and are not confined to art lessons.

Role of ICT

Teaching staff and pupils have the opportunity to use digital cameras as well as specific computer graphics programs (2Simple and Paint). Good use is made of the internet and interactive whiteboards during art lessons to enhance and develop understanding of art.

Assessment and Evaluation

Opportunities for assessment are identified during planning. These assessments may include:

- Children evaluating their own work at the end of a session via *one star and a wish* either verbally or written in sketchbooks.
- Peer assessment *one star and a wish* either verbally or written in sketchbooks.
- Teacher assessment both verbally and in sketchbooks by using positive comments and an improvement opportunity in line with the Skills Assessment Criteria.
- Assessment of children's learning is an ongoing process and they are formally evaluated against the Skills Assessment Criteria. This evaluation contributes to the end of year report.

Resources

Each year group is provided with a basic art kit for use by class teachers. All other art materials are kept in the art cupboard. Specific specialist art materials are ordered via the art leader.

Role of the Art Leader

The art leader is responsible for;

- championing art and acting as a motivational figure for art within Broadmead
- planning, delivering and assessing art activities in line with curricular themes and the Art Criteria
- monitoring children's progress and ensuring every child is challenged and fulfils their potential in art
- offering support and advice on art activities and skills as well as providing training in art techniques to all staff as part of their joint professional development
- organising an annual Art Week/Day
- organising and purchasing art resources
- allocating display boards to staff, scheduling displays, setting standards for display throughout the school, offering advice on display and monitoring all school displays including providing feedback
- continually looking out for opportunities for the school to compete or contribute to external art activities such as; competitions, national art projects
- planning educational visits to art galleries and inviting artists to visit the school whenever possible
- ensuring that art is continually developed within Stewart Fleming

Inclusion and Equal Opportunities

Broadmead School is committed to inclusion in all its aspects and ensures that all children, regardless of ability, race, gender, culture, SEND or disability, are given appropriate opportunities for the whole curriculum. In order to achieve this and to enable all children to access art, the correct resources are available (for example; left and right handed scissors, a wide range of brush sizes, a range of skin coloured pencils and crayons).

Effective learning opportunities are provided for all by;

- Offering all art activities to both boys and girls.
- Setting suitable learning challenges by differentiating tasks when necessary.
- Responding to children's individual learning needs when necessary, this may include providing individual adult support.
- Challenging the more able in art as they are in all other subjects.

Artwork that has been created by all abilities is celebrated in displays around the school.

Pupils are introduced to works of art from a wide range of cultures and traditions from around the world, including different religious art. Emphasis is given to positively reinforcing cultural diversity.

Health and Safety

It is not always possible to remove all the hazards when undertaking art activities, therefore it is important that from the Foundation Stage, children are taught how to care for and handle equipment and media safely and with respect. This instruction is not in the form of rules external to the lesson but are an integral part of the teaching of art. Children are taught;

- use of protective clothing
- proper care, use and storage of equipment and materials
- hazards (such as; scissors, slippery surfaces, hot glue)
- to manage their environment and ensure the health and safety of themselves and others

Parents must inform the school if their children have any allergies to art materials.

Display

At Broadmead we believe displays can and do have a direct impact on pupil learning. Although one of their purposes is to make the classroom and school environment brighter, we believe displays should never be merely decorative. Their primary aims are to:

- Stimulate
- Educate
- Motivate
- Celebrate.

The art leader is responsible for allocating display boards to year groups. Teaching staff are responsible for changing and creating new displays every half term in line with current learning themes or with a whole school theme decided by the art leader / head teacher.

Hall/corridors

Displays in the hall/corridors are to celebrate both the children's work throughout the school and special events and celebrations at school, in the local environment, the country and the world. Apart from permanent displays, which detail school representatives and attendance statistics, hall/corridor displays are designed to inform the school community and visitors to the school of the year groups' half termly learning focuses and show off their current work. Displays in the hall/corridors are changed half termly.

Classrooms

Every classroom reflects the current IPC topic with the use of freestanding and 3D display items and artefacts. There is a range of vibrant and interesting displays that are updated regularly. These always include children's work. The essential classroom displays are listed below although individual teachers may add many more:

- Maths display
- Literacy display
- Current science topic display
- IPC current topic display
- PSHE display that includes celebrating cultural diversity.

Also displayed in classrooms there are: class groups, class rules/agreements, IPC personal goals, library area, behaviour triangles, time-table.

Standards

Broadmead sets very high standards for display. They must always be creative, artistic and inspiring. To this end:

- all display boards must be backed with display paper
- the display must be neat and attachments securely fastened using staples or blutack
- every display must have a title and explanatory text of some kind
- Comic Sans font must be used for all text
- children's work must be mounted and clearly identified
- work for display in public areas of the school (the hall and corridors) must be of the highest standard with neat cursive handwriting and, for KS2, perfect spelling, grammar and punctuation
- work from all, regardless of ability, race, gender, culture, SEND or disability is celebrated

Display Monitoring

Displays are monitored continually by the art leader and head teacher to ensure they are of the highest standard. Formal monitoring takes place each term via a visit to the classroom and a feedback form.