



Art Policy

Holy Trinity Catholic Voluntary Academy
Boundary Road Newark NG24 4AU



POLICIES & PROCEDURES
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Holy Trinity Catholic Voluntary Academy

Mission Statement



“In every child there is a space only God can fill”

St Thomas

Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

Holy Trinity Catholic Academy

Art Policy

Our Definition of the Arts

We view “the Arts” as a vehicle for developing and stimulating creativity, imagination and confidence. The arts are intrinsic to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially and are responsible for creating a sense of enjoyment and purpose amongst children. Through art children are provided with a different way of perceiving themselves and the world around them which impacts on the way they feel, think and act.

“Imagination is more important than knowledge.” – Albert Einstein

“Every child is an artist. The problem is how to remain an artist once he grows up.” – Pablo Picasso

Introduction

At Holy Trinity Catholic Voluntary Academy we are committed to providing all children with learning opportunities to engage in art.

The purpose of Art education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

“It’s not what you look at that matters, it’s what you see.” – Henry David Thoreau

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

The aims of Art are:

- To enable all children to have access to a varied range of high quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Curriculum

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

Early Years

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

Key Stage I

During Key Stage 1, Art is about expanding children's creativity and imagination through providing art and craft activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

Key Stage 2

During Key Stage 2, Art is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art in the world around them.

Progression and Continuity

The school uses a variety of teaching and learning styles in art lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art by using our 'Art Passport to Success'.

Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others. Children also have the opportunity to use a wide range of materials and resources including other artists' work.

We recognise the fact that we have children of differing ability in all our classes, and 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 through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Resources

There are a wide range of resources to support the teaching of art across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some other equipment, including specialist books are kept centrally. People with an interest,

or expertise, in a particular topic or area of art could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring and Evaluation

This policy is monitored every two years by the Art Subject Leader