

# Motcombe



## **Art Policy**

At Motcombe we believe that independent thinking and problem-solving skills are key to ensuring Economic Well-Being for our children's futures in an increasingly competitive world. Children's ability to enquire and pursue independent learning is vital if we are to secure the best outcomes for every child.

Children must be given daily experiences and opportunities that will foster independent learning and enquiry skills. The school environment must reflect the level of importance that is placed on art within the school community and must provide for reinforcement, challenge and stimulation.

Reviewed annually in Term 6

## **School Mission Statement**

*'Flying High Together'*

### **Our School Vision**

*"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"*

### **Our School Values**

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

### **Ethos**

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

### **Equal Opportunities**

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

### **Disability Statement**

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

## Exploring and Developing ideas



At Motcombe we recognise the importance of effective exploration skills. We ensure that planned learning encourages the children's exploration skills, which in turn allows them to develop their ideas and which deliver the Early Learning Goals and National Curriculum Objectives. The children will explore ideas and meanings in the work of artists, showing them a greater understanding of how they can express themselves in a variety of contexts.

Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to explore a variety of mixed media	acknowledge that children need access to a variety of resources	plan learning that encourages children to explore a wide variety of mixed media
provide opportunities for children to explore a variety of artists' work and discuss their interpretations	acknowledge that children make better independent learners if they are confident in the skills of exploring and expressing their thoughts and feelings	<p>use the following in Foundation Stage:</p> <ul style="list-style-type: none"> <li>• model good speaking and listening</li> <li>• model questioning and introduce question words; why, when, what how?</li> <li>• use speaking partners to encourage listening and evaluating others ideas and opinions</li> </ul> <p>use the following in Key Stage 1</p> <ul style="list-style-type: none"> <li>• continue all the strategies introduced at foundation stage, plus;</li> <li>• provide opportunities to develop thinking and communication skills through planned opportunities to look at a variety of artists work both contemporary, different times and cultures</li> </ul>

## Investigating and making art, craft and design



At Motcombe, we recognise that Art stimulates creativity and imagination. We ensure there are planned opportunities for the children to experience the visual, tactile and sensory experiences that help develop the children's understanding and their responses to the world around them.

Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to experience a variety of visual, tactile and sensory experiences	believe that children need opportunities to explore a wide variety of experiences to enhance their knowledge and understanding of the world around them	plan opportunities for: <ul style="list-style-type: none"> <li>researching a range of artists</li> <li>researching a range of artistic styles</li> <li>pupils to discuss the differences in art work</li> <li>pupils to express their own ideas and opinions</li> </ul>
provide opportunities for children to use their imagination to create their own art work	believe that children learn about their own creativity by exploring a variety of artists	plan opportunities for: <ul style="list-style-type: none"> <li>exploring and discussing various artists work</li> </ul>

## Evaluating and Developing Work



Through art and design activities children learn to make informed value judgements and aesthetic and practical decisions, where they are becoming actively involved in shaping the school environment.

Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to evaluate their own art work and offer ways to improve it	believe that children need opportunities to discuss and examine their own work closely	plan opportunities for: <ul style="list-style-type: none"> <li>• examining their work</li> <li>• discussing improvements needed</li> <li>• developing their thinking and problem solving skills</li> </ul>
provide opportunities for children to evaluate others art work	believe that children learn from looking at and discussing others work	plan opportunities for: <ul style="list-style-type: none"> <li>• developing their speaking skills</li> <li>• sharing ideas with others</li> </ul>
provide children with opportunities to reflect and develop their work further	believe that children learn from discussing their thoughts and ideas with others and trying them out	plan opportunities for: <ul style="list-style-type: none"> <li>• developing their work</li> </ul>

## Knowledge and Understanding



At Motcombe children will learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. We believe that understanding; appreciating and enjoying the visual arts have the power to enrich the children's personal and public lives.

Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to explore a variety of artists work	believe that children need opportunities to look at and discuss their own thoughts and feelings of various examples of art, craft and design in contemporary life	plan opportunities for: <ul style="list-style-type: none"> <li>• developing their thinking skills</li> <li>• developing their listening skills</li> <li>• developing their debating skills</li> </ul>

## Year Group Targets



At Motcombe we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they know when they have 'arrived'.

These targets are intended to ensure that the appropriate progression of skills is planned for during art activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:
<ul style="list-style-type: none"><li>• Explore different media and respond to a variety of sensory experiences.</li><li>• Create simple representations of events, people and objects.</li><li>• Try to capture experiences, using a variety of different media.</li><li>• Explore colour, texture, shape, form and space in two or three dimensions.</li><li>• Express feelings and preferences in response to artwork.</li></ul>
Targets for Y1:
<ul style="list-style-type: none"><li>• Pupils respond to ideas.</li><li>• They use a variety of materials to communicate their ideas and meanings, and design and make images and artefacts</li><li>• They describe what they think or feel about their own and others' work.</li></ul>
Targets for Y2:
<ul style="list-style-type: none"><li>• Pupils explore ideas.</li><li>• They investigate and use a variety of materials to communicate their ideas and meanings, and design and make images and artefacts.</li><li>• They comment on differences in others' work, and suggest ways of improving their own.</li></ul>

### **Success Criteria**

By following these guidelines, we expect that there will be a consistent approach to the teaching of Art, which will result in the raising of standards. We will measure our success by monitoring the success criteria listed below;

- Teachers and Teaching Assistant Partners will feel confident in the delivery of high quality Art provision.
- Children will enjoy investigating different materials and media in Art.
- Children will be confident in their own skills and capability.
- Children will be able to transfer the skills learnt in Art across the curriculum.
- Children will make significant progress in all aspects of Art.
- The levels of achievement across the school will be at least "good".

These guidelines will be reviewed annually by the Art Subject Leader and information will be reported to the SLTs who will inform the full Governing Body as to the effectiveness of this Policy.