

Lewknor C of E Primary School

Art Policy

November 2020 – November 2023

Introduction

Art is an on-going process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in a variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever possible it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Art contributes to a broad and balanced arts provision for all pupils and is taught as part of the national curriculum. This policy will outline the purpose, nature and management of how art is taught and learned in our school and will inform new teachers of expectations.

Intent

We have designed a curriculum for the arts with the intent that our children will, from the early years, enjoy art activities, develop a sense of creativity, self-expression, excellence and high attainment. Through investigating and making, through the development of knowledge and understanding of the subject, and through discussion of moods and emotions conveyed in art, it will also support aspects of mental well-being.

We will deliver a curriculum that;

- Exposes all children to the arts, giving them a chance to experience, and participate in a range of creative activities and events.
- Allows our children to experiment in a 'safe' environment where there are no 'right' or 'wrong' results, thus, both self-expression and self-esteem may be enhanced.
- Gives children entitlement to a wide range of experiences in the arts as part of and in addition to the curriculum.
- Develops their knowledge and skills within a wide range of arts activities.
- Introduces them to an appreciation of the arts that will last a lifetime.
- Helps them make personal interpretations of what they have experienced.
- Encourages children to express themselves creatively using a wide range of media and situations.

Implementation

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school. Teachers plan lessons for their class using our progression of knowledge and skills document, adapting it to their class's interests and wider curriculum stimuli.

- All children follow a programme of progressive skills in art. These take place in discrete art lessons and also as a means of communication in other wider curriculum subjects.
- Teaching is done in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown to the children.
- In group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.
- Art activities are differentiated to ensure that all pupils can access the tasks and have an appropriate level of challenge. Pupils with particular talents are given opportunities to extend them. Differentiation is both by outcome and by planned, scaffolded activities.
- Cross curricular opportunities for further learning and development in the arts are built into planning of all subjects as a means of enhancing the children's learning opportunities. These may be in the form of visiting performing arts groups, museums, galleries and other venues.

In Early Years:

- There is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.

In KS1 pupils are taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

In KS2 pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They are taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

Impact

The impact of our art curriculum will be measured against the children's enjoyment of the subject, in addition to their progress, based on our knowledge and skills progression documents. Teachers' own plans indicate the focus for each unit of work and assessment opportunities are identified. Assessment is continuous. Annual reports include information about children's progress.

We measure the impact of our curriculum through the following methods:

- Drawn self portraits completed at least once a year
- Photographic records of practical activities stuck into sketchbooks
- Initial assessment before each topic (understanding, vocabulary, basic skills)
- Moderation staff meetings using children's work (agreeing standards and expectations)
- Verbal feedback against agreed standards.

Roles and responsibilities of the subject leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of art teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the art budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- to review regularly the contribution made by art to a meaningful curriculum.

Equal Opportunities and Inclusion

Art plays an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children.

Recording and Reporting

While recording is kept to a minimum it is sufficient to note an individual pupil's progress and to provide guidance for future teaching and learning. The medium term curriculum plans will form in art an aspect of the record of art taught. Annotated weekly planning will inform future planning.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The art leader monitors teaching and progress in art by:

- informal discussions with teachers, TAs and children;
- an annual resource audit;
- assessing work and progress;
- observing lessons.

Resources

Management, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled, where appropriate, to allow actual or visual access to the children. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires