Great Wilbraham C of E Primary School

Policy title: ART
Date created: April 2020 Next Review Date: September 2021
Date ratified: Signed:

1. Introduction

The aims of teaching Art are to instil appreciation, awe and critical thinking; to unlock and master new skills and to allow time to explore the potential of different media. Each unit gives pupils an opportunity to make marks in an explorative manner using a focus media. Alongside this, pupils are introduced to a focus Artist – known for their success in using said media – and learn more about the process and possibilities. Using the skills and knowledge acquired pupils then work towards a final piece to be celebrated by the class and wider school community through displays, assemblies and special "exhibition events" in the class. Pupils are encouraged to freely and fearlessly explore and create, hone skills, enjoy the artistic process and take satisfaction from their creations. *They should also know how Art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.* (National Curriculum, 2014)

"Learn the rules like a pro, so you can break them like an Artist." - Pablo Picasso

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

Our curriculum intent for Art is:

- DIVERSITY – promoting role models in Art
- VALUES – creativity and togetherness through exploration and sensitive feedback
- ASPIRE – thrive on challenge and success and love the learning process
- RESILIENT – developing a positive attitude through working with others and independently
- THINK CRITICALLY – contemplating different artists, pieces and styles
- ENGAGING – seeking cross curricular links where possible

2.1.2. Knowledge and skills – National Curriculum

The National Curriculum sets out programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of Art. The aims for our pupils are to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other Art, craft and design techniques
- evaluate and analyse creative works using the language of Art, craft and design
- know about great Artists, craft makers and designers, and understand the historical and cultural development of their Art forms.

2.1.3. Knowledge and skills – EYFS Statutory Framework

The EYFS Framework in relation to Art aims for our pupils to:

- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.

2.1.4. Special educational needs & disabilities (SEND)

Art lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability and that everyone is involved within the unit of study.

2.1.5. Cultural capital and diversity

Challenging stereotypes and promoting the impact of a diverse range of focus artists is key to developing children's attitudes.

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2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge – Long Term Planning

A long term plan for Art has been created to be reviewed by all staff. The coverage of Art across the school ensures that every two-year topic cycle includes textiles, sculpture, drawing, painting, printing and collage.

2.2.2. Subject knowledge – Medium Term Planning

Medium Term Plans are created using the agreed school format and should demonstrate a build up of skills and experiences from mark making through to display/celebration of a final piece. Skills are chosen from the school's progression of skills documents for the relevant phase groups. An Art unit may take place through a series of weekly lessons, over a couple of whole days or even longer but roughly six afternoon sessions **per term** is a guide to the time allocated.

Formative assessment

Teachers make assessments of children through observations made against the school's progression of skills documents for the relevant phase groups. These ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated in light of these assessments.

2.2.3. Resources

Resources are largely kept in the pod and maintained by the Art leader and parallel support staff member. Additional, smaller supplies may be kept in class. It is the role of the class teacher to ensure they request consumable items for any future projects and if resources are limited to inform the Art coordinator. During a Art unit, care must be made to use resources carefully and children must be aware of the responsibility for the environment and the need to be frugal.

2.2.4. Learning environment

During an Art lesson the classroom environment may be adapted. Tables may need to be moved/covered, chairs may need to be removed to enhance pupils' ability to move and manipulate materials and media. Small group work with textiles and/or certain tools/materials which require more support are also safety techniques that may be used. Assessing risks and ensuring the health and safety of everybody in the room is paramount.

2.3. Impact

2.3.1. Summative assessment

Annual judgements for Art are made in Target Tracker for Y1-Y6 and Art is reported through the EYFS framework. Judgements are made through formative observations throughout the year .

Preparation for next stage of education

Using the progression of skills document to plan MTP ensures that the children have been taught the necessary skills in order to aid them to be ready for their next stage of education.

2.3.2. High quality pupil work

Teachers directly demonstrate each step of a creative process and yet encourage pupils to "go their own way" within the confines of the skills being taught. Pupils are given opportunities to hone these skills before beginning the creation of a final piece. Pupils are given time to plan/design their final creation before producing it. Completed products should be celebrated by the class and wider school community through displays, assemblies and special "exhibition events" in the class.

2.3.3. Applying learning

Children are encouraged to apply their learning within and from other subjects – for example the act of practicing a skill and improving can be compared directly to music, PE and other areas of the curriculum.

3. Behaviour and Attitudes

3.1. Attitudes to learning

Pupils are encouraged to make marks freely and fearlessly. Pupils are provided with opportunities to practise their skills independently but also supported where needed.

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3.2. Positive and respectful culture

Staff and children will respect each other's abilities in Art and aim to support each other to be the best they can be in a safe and supportive environment. Sensitive constructive feedback from both staff and peers is key and must be modelled and managed carefully.

3.3. Supporting colleagues

Colleagues will be supported by the Art coordinator and provided with CPD or key ideas to develop their teaching when appropriate.

4. Personal development

4.1. Social, Moral, Spiritual, Cultural

Children will:

- Share their learning in both evaluative and appreciative contexts.
- Make responsible moral decisions and act on them, helping others.
- Make an active contribution in Art sessions
- Understand, appreciate and contribute to a positive mindset culture

5. Leadership and management

5.1. Roles and responsibilities

Leadership

- To lead in the development of Art throughout the school.
- To monitor the planning, teaching and learning of ART throughout the school.
- To help raise standards in Art.
- To provide teachers with support in the teaching of Art.
- To monitor and maintain high quality resources.

Staff

- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and understanding atmosphere

Children:

- To be positive when approaching Art
- To try their best

5.2. Continuing professional development

Staff needs in CPD in relation to Art may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Community links

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5.4. Working with governors

The Art coordinator links with a key governor who reports back to the Full Governing Body progress in Art teaching, learning and data. Learning Walks including governors are taken triennially.

5.5. Inclusion and equal opportunities

This policy is in line with the school's 'Equality' policy. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Positive discrimination may be necessary to address some of the gender stereotypes that children may have developed.

5.6. Safeguarding

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The safety of children is paramount in all situations. High standards of behaviour are expected in any lesson but where tools and equipment have potential dangers then it is imperative that if a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.7. Health and safety

Art sessions can entail the use of a variety of tools and equipment that without care and consideration could cause harm. At all times a safe and healthy environment is maintained, tools are checked regularly and risk assessments are undertaken to ensure there is a safe working environment. Any issues are reported to the Head teacher, the County health and safety policy should be adhered to for all Art activities.

5.8. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on Art.

6. Links to other policies

6.1. Curriculum Policy
6.2. Assessment Policy
6.3. Health and Safety Policy

7. Appendices