

Stanborough Primary School and Nursery

Art Policy



Approved by:

Date:

Last reviewed on:

June 2024

Next review due by:

June 2025

At Stanborough Primary School we believe that 'God is creative' and this policy is interwoven with our Christian ethos and values. We seek to support every child to achieve their best as each child is unique. It is important to recognise and value that each one has their own talents which need to be nurtured and encouraged.

Intent

Art increases our creativity and imagination. It provides visual, tactile and sensory experiences, and helps us to understand the world around us. We aim to enable children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. The appreciation and enjoyment of the visual arts enrich all our lives and allow children an opportunity in which to express themselves.

Purpose of Study

Art embodies some of the highest forms of human creativity. A high-quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and craft. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art reflects and shapes our history, and contribute to the culture, creativity and wealth of our nation.

Implementation

The national curriculum for art aims to ensure that all pupils:

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

Teaching and Learning

Our main aim is to develop and promote the children's knowledge, skills and understanding in art. We encourage investigating their own creativity and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual or group activities. The children are encouraged to evaluate their own ideas and methods and say what they think and feel about them. We give children the opportunity to work on their own and collaborate with others. Children can use a wide range of materials and resources, including ICT.

Our objectives in the teaching of art are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- to encourage children to recognise the need to modify their work and to be able to discuss their reasons.
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques
- to increase their critical awareness of the roles and purposes of art in different times and cultures
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople at the present time and in history.

Teachers should plan opportunities for outdoor learning wherever possible.

Lessons will have a clear and tailored learning objective and where suitable next steps will be provided.

At the end of each Key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study.

EYFS – Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key stage 1

- Pupils should be taught: to use a range of materials creatively to design and make products.
- To use drawing and painting to develop and share their ideas, experiences and imagination to develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space
- To know 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.

Key stage 2

- Pupils should be 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 and craft.
- Pupils should be 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 and painting with a range of materials [for example, pencil, charcoal, paint, ink]
- To know about great artists, architects and designers in history.

Deepening Learning

Art curriculum is designed to ensure deeper learning through incorporating metacognitive principles to support pupils also considering inclusion in retaining key knowledge in their long - term memory. To ensure pupils embed key concepts and learning there are planned opportunities for pupils to explain their learning to others and work as a critical friend. Ensure that quality key questions are given by the teacher and encourage pupils to explore their own investigations and questioning.

Planning

Curriculum Planning for art allows children to build upon their prior learning. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding. Planned progression is built into the planning so that there is an increasing challenge as they move through the school. Art is planned into other areas of the curriculum when appropriate as well as being taught explicitly. All teachers are responsible for the planning and assessment of art. Assessment is continuous and made while observing and working alongside the children. Next steps are made as a result of formative assessment.

Impact

The impact of our art curriculum can be seen not only in our children's sketch and topic books but also through classroom displays and the school environment.

Everything we do is with the child in mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success.

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

- Summative assessment of pupil discussions about their learning.

- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- There is an opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Children in Foundation Stage are assessed within Expressive Arts.

All staff monitor:

- Complete weekly planning that indicates assessment focus
- Assess pupils work in each lesson and provide notes on planning
- Plan learning that is in response to assessment information
- Highlights children's achievements on the Scheme of Work at the end of each unit.
- Makes a summative judgement at the end of the year or upper/lower key stage for each child.

Subject Leaders monitor:

- Long term, medium term and short term planning
- Annual assessments when a summative judgement is made
- Co-ordinates and monitors moderation of judgements
- Ensures policy is implemented
- Supports and guides teachers in teaching and learning of Computing.
- Monitors and evaluates practices in school
- Keeps up to date with latest initiatives, research and resources and communicate these to staff
- Attends relevant CPD
- Prepares, organises and delivers appropriate CPD

The Head teacher monitors:

- Long term, medium term and short term planning
- Co-ordinates and monitors moderation of judgements
- Scrutinises assessment notes
- Ensures policy is implemented

Health and Safety

All children must be taught how to use materials and tools correctly and safely and recognise the hazards and consequent risks when working with the equipment in practical activities.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.