

ART POLICY

Date	Review Date	Coordinator
August 2020	August 2021	Paul Quarry

INTRODUCTION:

At Fitzwilliam Primary School, we place a high value on Art as one of the highest forms of human creativity. We recognise that Art should engage, inspire and challenge pupils whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art. Through teaching and learning about great artists and designers, and the works they have created, our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the world in which they live.

Subject Leader Curriculum Intent, Implementation and Impact Overview

The intent of our Art curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of Art enabling them to know more about art and artists, remember more about art and the artists they learn about and understand how to use and apply this knowledge to impact upon their own art work more. School has identified key intentions that drive our Art curriculum. At Fitzwilliam Primary School our Art curriculum intentions are:

Intent	Research link	Implementation	Impact
<p>Intention 1: To build an Art curriculum which develops learning and results in the acquisition of knowledge and skills.</p> <ul style="list-style-type: none"> To design a clear and comprehensive curriculum and scheme of work, that is progressive, in line with the National Curriculum, that delivers appropriate subject knowledge, skills and understanding in exploring and investigating, creating and evaluating artwork so that children can reach and exceed their potential at Fitzwilliam Primary School and beyond. We intend to create an Art curriculum that makes links across other curricular areas, with the intention of aiding retention and understanding of key knowledge about great artists and designers and the skills an artist uses. 	<p>Education Endowment Fund research indicates that by identifying key learning styles of children will underpin the individual's style of preferred learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style. A successful approach will allow children to make an additional two month's progress.</p> <p>Education Endowment Fund research indicates that the impact of arts participation has resulted in some improved outcomes being identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. It also acknowledges that wider benefits such as more positive attitudes to learning and increased well-being have been reported.</p>	<ul style="list-style-type: none"> Consistent teaching sequence <i>Teachers will follow the agreed teaching sequence for units of art.</i> Sketch books <i>Pupils will develop their art ideas and learning in their own sketch book which they will take through the Key Stage.</i> Knowledge Organisers <i>Children have access to key knowledge, language and meanings in order to understand and readily apply to their work in Art and across the wider curriculum.</i> Knowledge Walls <i>Classrooms have Art sections of a Knowledge Wall display where key vocabulary and facts will be displayed to support and remind pupils.</i> Subject specific vocabulary <i>Subject specific vocabulary will be displayed and in class and on work screens to support pupils in 'talking like an artist'.</i> Educational Visits <i>Where possible, and if it enhances the learning in Art, pupils will be taken on education visits with an art focus.</i> Reading Books / Texts and Reading Areas <i>Where possible, related books about art and artists will be available in Reading Areas. Texts and books about artists may be used as starting points and as part of Guided Reading sessions.</i> Provision in EYFS <i>There is an Art area of provision in EYFS where pupils can freely explore art equipment and resources.</i> Works of Art / resources <i>Teachers will use and show works of art to pupils to inspire artwork and appropriate resources will be made available to children for creating their own works of art.</i> Choice of resource / approach <i>Where appropriate, pupils will be encouraged to choose their own resources and media to explore, investigate and use within their art work.</i> Chronology <i>Pupils will be made aware of where the artist they are studying fits on the chronology timeline..</i> Outdoor learning <i>Where applicable outdoor learning will be used to enhance experiences in art.</i> 	<ul style="list-style-type: none"> Children will achieve age related expectations in Art at the end of their cohort year. Children will retain knowledge about their focus artists for each unit of work. Children will be able to explain the art work they create and the processes using the age-appropriate vocabulary of an artist Children will understand what being in 'artist' means.

<p>Intention 2: To build an Art curriculum that incorporates the understanding of Enterprise and gives pupils a clear purpose for their artwork.</p> <ul style="list-style-type: none"> To design, and resource, a self-sufficient art curriculum which enables pupils to create art work with a real purpose in terms of displaying and sharing the work they create, investing any funds raised through the Enterprise events within the art curriculum to enhance the resources available for pupils to use in the future. To create artists who respect, know the value of and care for the resources they have available to them and use to create their artwork. 		<ul style="list-style-type: none"> Enterprise. <i>Children will become more aware of enterprise and have a real purpose for the artwork they create.</i> Gallery Events (Autumn and Spring) <i>Children will create and display their artwork to display for others to enjoy.</i> British Values and PSHE <i>Children will learn and revisit the importance of our world and how it should be treated.</i> 	<ul style="list-style-type: none"> Children will achieve age related expectations in Art at the end of their cohort year. Children will retain knowledge about their focus artists for each unit of work. Children will understand what being in 'artist' means. The art curriculum will be financially self-sufficient and the range and quality of art resources will lead to improvements in the quality of the artwork the pupils are able to produce.
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1. Curriculum Definition

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. 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

2. Aims and Objectives

Aims:

The core curriculum for art and design aims to ensure that all pupils:

- 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.



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- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Objectives:

National Curriculum Subject content: Key stage 1

Pupils should be 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.

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, craft and design.
- 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 [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.

3. Teaching and Learning

In Art, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. The teaching of Art is taught by the class teacher and forms parts of units of work that link to other curriculum areas.

In Art, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the Art learning opportunities are consistent and as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

Possible pedagogical approaches used in Art	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Constructivism	Inquiry-based learning; outdoor learning
	Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Liberationism	Pupil-led learning; opportunities to showcase learning
	Learning, working and talking like an artist	Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist.

There is a mixture of practical work and theory within art:

- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work
- Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others
- Children look closely at the natural and man-made world and record what they see
- Children have the chance to work individually and collaboratively
- Children are provided with a variety of materials, tools, and resources for practical work
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and evaluate their work, questioning, comparing and explaining ideas.

The teaching sequence in Art is as below:

	'Big Picture' and previous knowledge and skills remembered and understood
	study of an artist (which may include independent research);

Teaching Sequence in Art	critically evaluating the artists' work to inform own art work;
	experimenting and investigating with different techniques and media;
	creating own artwork, applying new techniques, skills and media to own art work;
	critically evaluating their own artwork;
	Improving work after evaluation.
	Reflection and re-cap of knowledge and skills remembered and understood

4. Subject Content and Scheme of Work

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is taught throughout school, based upon the objectives in the National Curriculum, which links to other subjects that pupils are learning about. Skills in the Foundation Stage are planned from the objectives within the EYFS. The Art Scheme of Work can be found on the school website.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the key skills relating to the Art and Design curriculum for their year group are covered.

5. Assessment

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers will make judgements on the work carried out by pupils, using the National Curriculum statements and Art progression document. Teachers will take photographs to evidence pupils' achievements and forward these on to the Art Leader (these will then begin to form an exemplification portfolio of standards in Art). Progress against key objectives is tracked using the whole school Assessment Tracker - Target Tracker. Informal assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning.

6. Monitoring

Teaching and Learning for Art and Design is monitored by the Art Co-ordinator through the:

- Monitoring of planning



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- Learning Walks
- Observations
- Scrutiny of Work
- Moderation of work
- Discussions with Children
- Staff Meetings and Staff Audits

7. Differentiation

The key skills are clearly differentiated by the teacher under the headings: 'Emerging', 'Expected' and 'Exceeding' or 'Age-Related' and 'Greater Depth'. This allows the children the flexibility to choose the level of work appropriate for them. Teachers will use the Art progression document and assessment guidance to help differentiate appropriately.

8. Parental Engagement and Reporting to Parents

Children's progress in Art and Design is reported to parents through the pupil annual report. Parents are also invited into school at least twice a year to 'Gallery' events where they are able to collect their child's recent artwork (giving a voluntary contribution if desired).

9. Resources

Resources are located in a central store and are provided for all areas of the Art Curriculum, taught within our scheme of work. Where resources are ordered for specific year groups, these resources will be stored in the classroom. Any monies raised in 'Gallery' events will be used for purchasing and replenishing art resources for future use.

10. Equality, Diversity and Inclusion

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender. Art follows the school's Equality Policy.

11. Spiritual, Moral, Social, Cultural Development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain



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- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

12. SEN Provision/Gifted and Talented

Reasonable Adjustments in Art

As a curriculum leader in Art, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Art curriculum. Within the curriculum area of Art, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

13. Health and Safety

Children should be working in a safe environment, both in and out of the classroom. Safety precautions will be put in place, if any sharp tools are being used.

14. E- Safeguarding

The ART & Design Policy and scheme of work adheres to the whole school E-safeguarding Policy. This policy can be found on the school website.

15. Responsibilities

The Art Leader is responsible for:

- Monitoring the teaching and learning of Art and to ensure that children know more, remember more and understand more about Art related issues.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.



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- Organising Art 'Gallery' events.
- Ordering requested resources (it is the responsibility of the class teacher to inform the Art Leader of any resources required)

16. Policy Review

Policy developed initially by Sarah Jones and more recently by Paul Quarry – updated August 2020

Policy to be reviewed August 2021