

## Art Policy

### Intent

At Havannah Primary School our intention within the art curriculum, is to develop within our pupils a deep sense of enjoyment, appreciation and love of art and design. Art will provide pupils with opportunities for creative expression.

We intend to make strong links to other subject areas, including history, DT and mathematics to enhance pupils learning.

Our intention is to teach fundamental skills and knowledge that the children can apply, develop and build upon throughout their learning journey. We intend to work with a range of mediums to develop a broad range of skills, to encourage enjoyment of the subject and enhance final outcomes.

The aims of the Art curriculum at Havannah Primary School are:

- To promote positive attitudes and enthusiasm for Art, which encourage individuality, imagination and creativity
- To see evidence of the progressive development of skills throughout the school, in each year group
- To provide the opportunity to learn about a variety of different artists, craft makers and designers, to understand the historical and cultural development of their forms and to use this to develop and inspire their own ideas and outcomes
- To promote a 'can do' attitude which inspires the children to explore, develop and produce their own creative ideas and pieces of art and design
- To promote the use of experimenting and working with a variety of different mediums and methods
- To use a sketchbook to research, experiment, develop and evaluate their own ideas and observations, which they can then review, revisit and improve upon
- To provide rich, varied and enjoyable lessons which challenge all children to reach and exceed their full potential
- To encourage the children to be thoughtful about their own ideas and to foster a positive curiosity about Art and the work of others
- To evaluate and analyse creative works using the language of art, craft and design

### Implementation

Our curriculum will provide learning opportunities to explicitly teach subject specific, fundamental skills and knowledge. The skills and knowledge taught each year will be built upon to ensure it is progressive. Pupils will have opportunities to be creative, innovative and imaginative.

In key stages 1 and 2 the curriculum for art is divided into yearly cycles, that will be delivered one half term of every term. Each year group will cover the three main areas of art in their yearly cycle. In the EYFS, the applicable 'expressive arts and design' and 'physical development' curriculum aims have been broken down into foundation stage 1 and 2 specific objectives to be covered by teachers through direct teaching and their enhanced provision.

In Art an individual sketch book will evidence a clear progression of skills throughout the key stages. The use of sketchbooks will teach and inspire the children to practise and develop their ideas and skills within their sketch book, which will enable their progress and success to be evidenced and shared.

The children will Study key artists and develop an understanding of art within historical timelines, which will inspire the methods we use. and final outcomes produced.

The children's creations will also be shared and celebrated through a whole school annual Art Exhibition, which provides a good opportunity to share the children's progress with their friends and family.

We achieve this by:

- Setting common tasks which are open-ended and can have a variety of creative responses
- Setting tasks of increasing difficulty
- Planning across year groups to ensure progression of skills
- Grouping children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity depending on the ability of the child
- Using classroom assistants to support children individually or in groups.

### **Art Curriculum**

The national curriculum defines the content of the school curriculum for Art:

#### **Key Stage 1**

Pupils will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will be taught how to use a wide range of art and design techniques such as colour, pattern, texture, line, shape, form and space. Pupils will be taught about the work of a range of artists, craft makers and designers. They will discuss and learn about the similarities and differences between different practices and disciplines, making links to their own work. They will be taught how to begin to use sketchbooks to record their ideas and observations and begin to review and revisit their ideas.

#### **Key Stage 2**

Pupils will 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, crafts and design.

They will continue to develop their understanding of how to use a sketchbook to record their observations and ideas and will continue to review and revisit these ideas. Pupils will be taught to continue to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, such as pencil, charcoal, paint and clay. Pupils will learn about great artists, architects and designers in history and use their knowledge to help develop and inspire their own work.

#### **The Statutory framework for the early years foundation stage:**

The document defines art skills and knowledge that is required to be taught in one of the specific areas (expressive arts and design) and one prime area (physical development). It discretely refers to the key areas of art- drawing, painting and sculpture. Pupils in this age phase are required to 'express ideas and feelings through making marks, sometimes giving meaning' and then build on this, leaving reception being able to 'show accuracy and care when drawing'. To develop painting skills at the start of the foundation stage they 'explore paint' and leave foundation 2 being able to 'explore colour and colour mixing'. At the start of foundation 1 pupils should have opportunities to 'manipulate and play with different materials' and leave the phase being able to 'safely use and explore a variety of materials, tools and techniques'.

### **Equal Opportunities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Art provides opportunities for teaching that reinforces this ideal. Children with special educational needs are taught the full art curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in art lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.

### **Assessment, Record keeping and Reporting**

Children's work in Art is assessed by making informal judgements as they are observed during each Art lesson. On completion of a piece of work, or practise of a taught skill, the teacher highlights the success criteria in accordance with the school's marking policy and comments as necessary. This will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria: emerging, exceeding and expected expectations for the key Art objectives. Teachers should judge which description best fits the pupil's performance.

Within the foundation stage, teachers will use formative judgements to assess pupils and this will be evidenced in pupils' learning journey books, on DCPro and their early years profile (end of reception). EYFS pupils will be assessed as being 'emerging' or 'expected' in line with the revised EYFS curriculum.

It is important in the assessment of Art that the children can apply their knowledge, skills and understanding to inspire their own ideas and outcomes. Pupils should also be able to record their knowledge, ideas and skills in a variety of ways.

### **Impact**

The outcomes in Art will be presented in individual sketch books, which will demonstrate a broad and balanced curriculum, that offers pupils a variety of creative opportunities, investigating significant artists and a range of processes integral to the work of these artists.

Pupils review and practise their skills throughout the unit, demonstrating and recalling their developing skill base within their sketch book, which they will use throughout their school career.

Our Art curriculum demonstrates progression across key skills: drawing, painting and sculpture. Within these key skills the children will experiment with colour, line, shape, texture, form, printing and pattern.

### **Monitoring and review**

The Art subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in art
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- Supporting colleagues in the planning, teaching and assessment of Art
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the Art curriculum budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take place termly and will involve:

- Planning and book scrutiny

- Interviews with pupils
- Conversations with staff
- Learning walks
- Checking assessments are up to date