

Art Foundation Subject Policy

Intent

"The aim of Art is not to represent the outward appearance of things but their inward significance."

Aristotle

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. (NC2014)

WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively

It is our intent that Art skills are introduced progressively and children have the opportunities to revisit what they have learnt before. Vertical links will be embedded through the Art curriculum and children will build on knowledge and skills they have learnt in previous years. Chocolate chip events, including memorable in class learning opportunities and share sessions with parents, enhance the curriculum offer.

WE CAN offer enriching activities, events and experiences

Art often features as a vehicle for expression during our termly Whole School Days or Junior Leader Days.

Art work is an important part of the calendars each child produces in December each year and the cards children produce to mark religious celebrations throughout the year. Within the school year, an Art Club is offered to allow keen artists opportunities to explore Art beyond the curriculum.

WE CAN work together to remove barriers and ensure equality

It is our intent that Art lessons are carefully sequenced to ensure all children, regardless of their natural talent for art, are able to progress and succeed. The most able artists are challenged with additional complexity of tasks. Many children on our EAL or Special Needs register find that because it is not reliant on language or writing, Art is a subject where they are able to access learning in line with their peers.

WE CAN build independent and resilient learners who are able to communicate confidently

The embedded principles of independence, resilience and communication are embedded in our Art teaching. Art promotes individuality and is our intent that children build the independence they need to succeed. Children are encouraged to work towards and develop the process of producing, evaluating and improving art work. This gives children a forum to use a growth mindset and to develop

their resilience. In Art, children develop communication skills as they are encouraged to discuss and evaluate their work with peers.

WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern

It is our intent that through Art learning, children demonstrate respect, tolerance and concern for others. This is especially true during evaluations where children learn about using supportive language, sharing feedback sensitively and celebrating others successes.

WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain

It is our intent that our Art teaching will prepare children for their futures. Learning about artists who form part of the UK's cultural canvas provides children with the cultural capital they need as modern British Citizens.

An interest in Art at primary school may lead children into design or creative careers in the future lives.

It is our intent that our curriculum sets the foundations for pupils continuing with Art in their secondary schooling.

Implementation

Roles and Responsibilities

- The Class teacher is responsible for delivering Art learning as outlined in the curriculum
- The Art subject leader is responsible for
 - Updating unit plans in response to annual evaluations
 - ensuring all resources for teaching are available and well organised,
 - offering support with Art teaching and learning,
 - maintaining an oversight of assessment outcomes,
 - monitoring the quality of teaching and learning,
 - keeping up to date with the latest best practice Art teaching.
- The Curriculum Manager is responsible for supporting the Art subject leader in their role.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Headteacher is responsible for overall academic provision and performance.

Organisation

Art teaching is blocked. 2 units are taught each year. In EYFS the unit drawing, painting, printing, mixed media on modelling. In the EYFS Art is addressed through the Expressive Art and Design area of learning and children have opportunities to access construction toys in the class environment.

In the Early Years, children learn to express their ideas and to experiment with different materials. In Key Stage One, children learn to draw people and plants. They paint in the style of the Pop artists and Henri Matisse. Children create clay models inspired by Andrew Goldsworthy's Iron Man and printing in the style of William Morris.

In Lower Key Stage Two, children learn to draw still life and portraits. They paint in the style of the impressionists and Van Gogh. Children produce a mixed-media project using textiles and digital technology.

In Upper Key Stage Two, children learn to draw landscapes and building. They paint in the style of the impressionists and Frida Kahlo. Pupils create sculpture using wire, foil and clay in the style of William Calder.

The units are outlined as unit plans in the Curriculum Document.

Art is included in the annual cycle of homework projects. This allows children to engage in artwork at home with their families.

Teaching and Learning

An Art unit should allow opportunities to explore the work of other artists, to explore and refine skills and techniques, to plan and complete artistic works and to make evaluations and improvements. Best practice is for Art lessons to include practical tasks and activities and to be set in a real life context addressing a particular artist and related artistic skills.

Modelling:

A varied range of models, examples and images should be used for exploration or to demonstrate how things work. Modelling of how to complete tasks should form part of the teaching process. This can include identifying improvements.

Scaffolding:

To enable all children to develop from their starting points, scaffolding strategies should be used to enable children to complete an increasingly challenging standard of work with increased independence.

Differentiation:

Children of all ability levels should be supported to access Art work and to record their ideas in an appropriate way. Modifications to practical tasks including the use of different pieces of equipment or additional adult or peer support may be appropriate.

Lower ability children may be asked to share their ideas verbally or have a simpler proforma for recording.

To extend the most able children, tasks may be modified to require additional explanation or alternatives.

Skills:

Children will have opportunities to develop their independence, as well as their team work skills and resilience. Developing further their communication skills with opportunities to present, discuss and evaluate their work and the work of others.

Cross Curricular Opportunities:

Opportunities for cross curricular maths, writing or reading and for the use of technology should be embedded in learning regularly.

Planning Process

Unit Plans:

A unit plan showing content and progression is provided to staff in Curriculum folders.

Vertical links allow Art learning to build progressively between year groups.

Horizontal links allow children to link their Art learning to other subjects in their year band.

Diagonal links allow children to link their Art learning back to other subjects covered in earlier year groups.

Mapping:

Teachers delivering the unit will map out the content across the number of lessons available. The Art subject leaders are available to offer advice on Medium Term Planning.

Class teachers must identify which resources will be required in advance of beginning the unit, check what is available and make a request to the Art subject leader for any additional resources or equipment required.

Lesson Planning:

Teachers then plan individual lessons to deliver the required content.

Lesson plans should contain differentiation as appropriate to the children. The focus for lessons should be on the Art knowledge and skills.

Resources

A stock of art resources is kept in classrooms. Other Art equipment and resources are stored in the Art cupboard.

Art receives an annual budget and resources must be made within these parameters.

Health and Safety

Some lessons in Art may include an element of risk. In these instances, class teachers should identify the best ways to mitigate risk e.g. by setting clear expectations or increasing the level of adult support. Teachers must discuss any health and safety concerns with a Senior Leader and make reference to any risk in planning on Smart boards.

Equality and Inclusion

Art teaching will be accessible to all children and challenge them appropriately. Where children need additional support this may be provided through scaffolding or adult support as part of universal provision.

Recording

Children from Year 1-6 have an Art sketchbook in which they are able to record any of their own individual work. It is appropriate to include any research, planning or evaluations and to stick a photograph of a finished art project in the book.

Class teachers may choose to have a class working wall display during the course of a unit and should find ways to display completed work in the classroom or around school.

Impact

By the end of their time at Grendon Primary School children will have been exposed to a wide range of Art projects. They will understand the processes and skills required in Art to research, plan and create both individually and as part of group. Demonstrating an ability to evaluate, improve and develop their skills and talents.

Children will learn a range of artistic skills such as modelling, painting, still drawing, sketching. Children may be inspired through their Art lessons to pursue a future career in design, enter teaching, become an artist, fashion, illustrator, cartoonist.

Assessment

Assessments are made at the end of each unit. Class teachers refer to the assessment criteria referenced on unit plans and make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard.

The Art lead will analyse the data and identify strengths, weaknesses and any area where additional support is needed.