

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

Art is taught in three units blocks and children will be exposed to three strands in each school year. Art skills from the National Curriculum are divided between year bands. They are introduced progressively and children have the opportunities to revisit what they have learnt before. Children learn to draw before they paint and then experience a broader modelling or craft based focus. Notable artists are introduced throughout the curriculum.

Vertical and horizontal links are embedded through the Art curriculum and children will build on knowledge and skills they have learnt in previous years.

A vertical link embeds learning in the same subject across year groups or units. For example, children in Year 6 working on 'sculptures in clay and foil' revisit prior knowledge from Year 5 when they produced figures using wire.

A horizontal link links learning in the same year group with another curriculum area. For example, Children in Year 2 learn about plants in Science and their drawing unit is drawing plants.

A diagonal link links learning in a different year group with another curriculum area. For example when crafting with mixed media in Year 3, children apply knowledge gained in their Y2 Science work on materials.

Planned links are documented on the Art road map.

Chocolate chip events, the memorable in class learning opportunities enhance the curriculum offer. In the EYFS, Art skills are taught under the Expressive Art and Design strand of learning. In Physical Development Children are introduced to a range of tools such as rolling pins, paint brushes, pencils, scissors and are given the opportunity to explore art throughout their continuous provision. Art is covered in the topics 'Where am I and Celebrations where children are given the opportunity to make Diwali lamps, create Chinese dragons and create a water colour African sunset.

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 Henry Moore's Out of the Block and 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.

WE CAN offer enriching activities, events and experiences

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.

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

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 SEND 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. To support children in receipt of pupil premium funding, we use strategies to improve the children's experience such as targeted questions and support in class.

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

Grendon's Goals 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 their growth mindsets 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.

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

An interest in Art at primary school may lead children to pursue a career in design, teaching or as an artist, fashion designer, illustrator or cartoonist in the future.

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.

Subject Organisation

Art is taught as blocked units. 3 units are taught each year. One unit is a drawing unit. The second is a painting unit and the third explores craft, sculpture or mixed media.

The units are outlined as unit plans in the Curriculum Document. Units were all written 'in house'.

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

Planning Process

Unit Plans:

A unit plan showing content, progression and end of unit assessment criteria is provided to staff in curriculum folders.

Medium Term Planning:

Teachers delivering the unit must annotate unit plans to 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 teaching adaptations 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.

Health and Safety:

Some art lessons 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.

Teaching and Learning

At Grendon, a good art lesson contains elements of quality first teaching from our 5 a day approach. Lessons enable children to review previous learning and skills before moving on with a carefully planned sequence of small steps learning. Children are exposed to artists and subject specific vocabulary. Children are given the opportunity to develop practical skills within each lesson, encouraging creativity and motor skill development. Children are encouraged to communicate their opinions, ideas and give constructive feedback to their peers as well as evaluating their own work. 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 applying what they have learnt about particular artists or styles and the related artistic skills.

Modelling:

Modelling of how to complete tasks should form part of the teaching process. This can include identifying improvements.

Scaffolding:

Scaffolding strategies should be used to enable children to complete an increasingly challenging standard of work with increased independence.

Adaptive Teaching:

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.

For some children opportunities to share their ideas verbally or by using a simpler proforma for recording may be appropriate. To extend the most able children, tasks may be modified to require additional explanation or alternatives.

Cross Curricular Opportunities:

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

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.

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 as well as well as inspiring creativity.

Children will learn a range of artistic skills such as modelling, painting, still drawing, sketching.

Assessment

Assessments are made half termly 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 and class teachers will analyse the data and identify strengths, weaknesses and any area where additional support is needed.