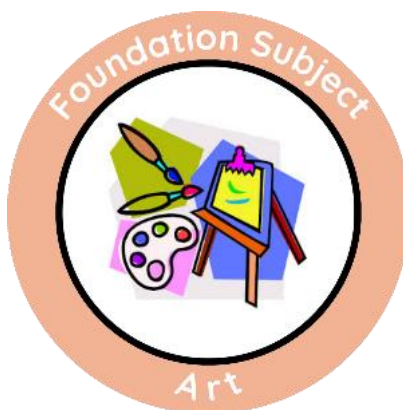


TILERY PRIMARY SCHOOL



ART POLICY



Ratified by Curriculum Committee: 09 November 2023
Shared with Staff: 05 January 2024
Signed by Chair of Governors: 09 November 2023
Review Date: Autumn 2025

What We will Offer

At Tilery Primary School, we value Art as an important part of children's entitlement to a broad and balanced curriculum and it is our intent to offer high-quality Art lessons that inspire and challenge. The Art curriculum at Tilery is a knowledge rich curriculum. Knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work, shown in different types and styles of Art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers and their own work, which they evaluate and relate back to the works they have studied. For children following the curriculum, becoming informed about the subject discipline of Art is a process that takes place alongside a growing love for the subject. Our aim is to ensure that children flourish individually and develop the skills and knowledge to enable them to create their own works of Art that express their individual ideas, interests and thoughts.

Aims and Objectives

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, developing their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary.

Key stage 1

Pupils are 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 are 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.

Pupils are 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Concepts & progression of knowledge & skills

To ensure there is progression whilst exploring the same topics in Art we have set out the specific set of skills and knowledge which should be taught in each Art unit throughout each child's journey through school. A Key Concepts Progression table for Cycle A and B and an Art Skills Progression Map for Cycle A and B has been produced and is available for all staff to access when planning lessons. This ensures that as units are re-visited the specific skills and knowledge focused upon are a clear development of the child's prior learning.

Sequencing i.e. revisiting & making connections to previous learning

When planning work which builds on knowledge and skills taught in previous year groups we begin with retrieval skills as a starting point. Asking children questions about when they last visited this topic and what they can recall. For example, what was their last experience of sculpture, who inspired them, what

mediums did they use and what techniques. Can they recall evaluating their work and what they wanted to improve the next time they visited this concept?

Cross curricular links

At Tilery Primary School cross-curricular Art links include:

- Using mathematical ideas of shape and space. For example, creating visual representations of patterns and sequences, repeating patterns when printing and in creative ways such as mosaics, symmetrical designs and tessellating shapes
- Enabling pupils to look at an Artist's work and describe the mood of the piece of Artwork and how the work makes them feel in English lessons.
- Developing Art and design skills that show form and perspective when accurately drawing 2D shapes and 3D shapes in Design and Technology.
- Sketching geographical locations to support children's work on landscape painting in Geography.
- Children building up their knowledge of the history of Art through their studies of Artists, different Artistic movements, historical periods and geographical cultures.
- Enabling spiritual development through Religious Education, using Art as a medium to express emotions as well as creating pieces of Art to celebrate the festivals of different cultures and religions.
- Developing digital skills through ICT topics.
- Exploring concepts of who they are and how they feel in order to express themselves, explore their emotions and their own individual uniqueness in PSHE.

Inclusion – curriculum for all

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Art.

SEN

At Tilery Primary we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources
- outcome

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught, word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject and their basic literacy or numeracy skills should not be a barrier.

How the curriculum prepares children for next stage of education

Each unit of work in Art has been carefully mapped to ensure progression between the year groups throughout school. Where relevant Art units have been linked to other areas of the curriculum. This includes the concepts of Art – line, shape, colour, tone, form, space and texture, mastering a range of techniques, experiencing different mediums and building vocabulary that children will retain so helping them build towards the next stage of their education. By Year 6 we expect our pupils to have a deep knowledge, understanding and appreciation of Art and the work of great Artists and that they are confident in using a range of materials, tools and mediums in preparation for secondary school.

How We will Deliver It

Investment in staff /CPD , secure subject knowledge

Staff are encouraged to inform the Subject Leader if there are any areas that they are required to teach that they are not sure about with a view to organising CPD. The subject leader is responsible for monitoring Art across school and will deliver training, carry out lesson observations, book scrutiny on a regular basis, pupil voice and through discussions with other members of staff.

If staff feel there aren't the appropriate resources to deliver a unit they will inform the subject leader who will aim to provide them from the school Art budget. The subject leader in Art regularly attends working party cluster meetings to discuss best practice with other schools and moderate standards.

The learning environment

In the Early Years equipment and interesting materials are provided and set out for the children for Art explorations in a specific area -a space for inspiration and creativity. These are updated regularly to give children experience of varied materials and techniques i.e. paint and markers, rollers and sponges etc. This continues into KS1 but lessons become discrete. As our children progress through KS2 we expect our children to become more able to resource themselves independently and seek out the equipment they need from the Art cupboards. Art vocabulary is displayed in the classroom suited to the unit being currently covered as well as photos of Artists and their works to act as inspiration for our children. Health and safety rules are discussed at the start of the lesson as there is often moving about during Art lessons. Children are encouraged to discuss their ideas and respect the ideas of others.

Quality of teaching & pedagogy

Good quality Art lessons are delivered at Tilery Primary School. The staff at our school are committed to delivering exciting and engaging lessons to all pupils. A good Art lesson begins with the learning objective at the start which is referred to throughout the lesson and evaluated at the end. There are plenty of opportunities for children to develop speaking and listening skills and questions are directed at different levels, including open-ended questioning. We ensure that lessons have interesting and varied activities which engage our children. Art is an ideal subject to enable our pupils to express their creativity. Using a range of media and material, pupils will learn the skills of drawing, painting, printing, collage, textiles and 3D form; giving them the opportunity to explore, assess and evaluate a wide variety of creative ideas. We encourage children to communicate what they see, feel and think through the use of colour, texture, form and pattern using different materials and processes.

Learning strategies

In the Early Years, pupils explore Art themes and content through the Expressive Arts and Design strand of the EYFS curriculum. The children have the opportunity to use a wide variety of Art resources in their learning such as paints, pastels and pencils, which support their mark-making and fine motor skills. Activities are set up for the children to explore such as a cutting and sticking area, junk modelling area etc. From Year one our pupils have discrete Art lessons and there will often be links with other areas of the curriculum. The outcomes of children's work from Year 1 to Year 6 are recorded in sketch books and displayed in classrooms and around school. Sketchbooks are issued to children in Year 1 and then continue with each child as they journey through the school. Techniques and skills will be largely teacher modelled for the children and then they will have time to explore them independently in their sketchbook before making decisions and plans for a finished piece of work. Using their sketchbooks they will self-evaluate their work.

Resources

Age appropriate resources are located at different points around school. Nursery have access to their own, Foundation and KS1 resources are available in their intervention room and KS2 in the Art cupboard in the Upper KS2 quiet room. Resources are continually reviewed and updated throughout the year from discussions with teaching staff and in line with the subject's development. Teachers are responsible for planning ahead for resources needed, giving the subject leader time to provide any that are not currently available in school. This will come from the Art budget and so will ensure the continuity of high quality provision.

Formative & summative assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. We use summative and formative assessment to determine children's understanding of key knowledge and skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, to engage children with their learning and to enable opportunities for self-assessment, consolidation, depth and target setting.
- Moderation of the work being produced
- Each unit of work will have assessment opportunities, which should assess against concepts, skills and vocabulary list and link to the National Curriculum
- In the Early Years, children are assessed and at the end of the Foundation years against the Early Learning Goals.

Assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of every term against the end points outlined on the Art curriculum map for each year group, alongside the key concepts.

Evidence of attainment & progress

Evidence of the children's study will be recorded in their sketchbooks which will include examples of the skills and processes they have practised, their finished work, or photographs of the work they produce, written reflections on the work of other Artists/designers/architects, as well as the children's written reflections on their own work. It may also be displayed in the classroom or other areas around school

The Difference it Will Make

How is impact measured – have pupils achieved what was intended?

Class teachers will measure the impact of their teaching through formative and summative assessments against the end points and key concepts taught. There will be an improvement in children's vocabulary during Art lessons. Our Art curriculum is high quality and evidenced throughout the school environment demonstrating children's acquisition of key knowledge, skills and techniques. As they advance through the school, pupils will develop a deep knowledge, understanding and appreciation of Art and the work of great Artists. They will increase their confidence in using a range of materials, tools and Art mediums. Pupils will be keen to learn new skills, work hard and perfect their repertoire of skills to be the best that they can be. Children will gain an appreciation of how Art can help them to express themselves and their emotions. Children will be able to apply their Art skills to cross-curricular subjects. The children will achieve age related expectations in Art at the end of their cohort year and retain knowledge about their focus Artists for each unit of work.

Monitoring & evaluation of standards - purpose of data

Subject leaders will monitor and evaluate the standards in their subjects following the school's monitoring programme. This will include: lesson observations, book scrutiny and listening and recording pupil voice. This will provide the subject leader with the evidence to self-evaluate and make judgements about the quality of the teaching and learning. It will allow the subject leader to identify strengths and areas to improve. This will inform targets on the action plan. The purpose of gathering data is to improve standards, progress and achievement and will provide teachers with aspects to improve their teaching and children's learning.

Reporting (governors & parents)

The subject leader will report annually to the Governing Body. This report will include: achievements, including feedback on monitoring of Art, CPD, quality of teaching and learning, strengths, areas to improve, ways forwards and data. Parents will also receive annual information telling them where their children are working in relation to their age.

Curriculum Enrichment

Learning outside the classroom – Experiences & Opportunities and Capital Culture

In Early Years, transient Art outdoors allows children to explore natural resources and move them to create pictures using the materials in a variety of ways. Children also experience Art outside such as using playground chalks, taking nature rubbings or large floor paintings. As they get older there will be opportunities to make sketches or collect natural objects for Art projects at school. Sketching books may also be used to collect pictures that will support other areas of the curriculum such as history, science and geography both locally and on school visits. Throughout the year we look for competitions, events, gallery visits and opportunities taking place linked to Art that will enrich the curriculum to give our children a wide range of cultural activities. As part of Inspiration for Aspiration, visitors are invited into school to talk to the children and the teachers talk to the children and show videos of jobs the children could aspire to have.

Community links

We inform parents and carers which Art topics we are covering in our class newsletters each term and photos are regularly updated on the school web-site so parents can share what the children have been doing in Art lessons and on trips. We strive to make links within the community via our Inspiration for Aspiration Day where children have the experience of learning about different types of jobs from members of the community.

Roles and Responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

Headteacher

The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body;
- The school's procedures for assessment meet all legal requirements;
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Role of the Subject Leader

The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The subject leader ensures that the policy is adhered to and will:

- provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject;
- have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice;
- ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement;
- play a key role in supporting, guiding and motivating teachers;
- evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject;
- produce an annual action plan which will be part of a School Development Plan.

It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

Role of the Class Teacher

Classroom staff will ensure that the school curriculum is implemented in accordance with this policy.