



# Policy for Art at Fallings Park



## Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

## Intent

A high-quality art 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. 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.

At Fallings Park Primary School, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas:

Through the programme pupils should have the opportunity to meet high quality outcomes:

- produce creative work, exploring their ideas and recording their experiences in their art journals.
- 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
- Become familiar with artists, craft makers and designers, and understand the historical and cultural development of their art forms

## Implementation

### Subject Leadership

Senior and Year Leaders take the lead in policy development, using enthusiasts and specialists where appropriate. This activity is coordinated by the Art Team.

Our Art Coordinators are: Leanne Bernard (Teacher), Louisa Smith (Teacher).

Senior Leaders, Year Leaders and subject enthusiasts support colleagues in the teaching of Art Education. They monitor coverage, differentiation and ensure the teaching of Art is taking place. They keep up to date with developments in Art and disseminate information to colleagues as appropriate. Year Leaders track progress using TCAs in Art and advise Senior Leaders on action needed.

### Organisation

- Children will spend one session per week in both KS1 and KS2 studying Art.
- Additional elements of Art may be taught throughout our Cornerstones topics and RE.

### Planning

- The teaching and implementation of the Art Curriculum at Primary Primary School is based on the Cornerstones curriculum which is in line with the National Curriculum, ensuring a well-structured approach to this creative subject.
- The curriculum has been organised into milestones, ensuring progression of skills and a wide range of teaching opportunities and situations to enable children to acquire knowledge and understanding.
- Skills have been chosen and carefully placed into milestones to enable children to make links between areas of study across the curriculum. Included are: drawing, printmaking, sculpture, design, painting, craft, textiles, multimedia and digital art.
- The children are taught Art as part of their half termly topic work which is taken from the cornerstones curriculum where appropriate. More detail can be found in our half termly planning overview .
- The work of famous local, national and international artists are explored to enhance the children's learning.

### Art journals

The art journal is a very personal document. It records the thinking process, experimentation process and final outcomes when appropriate of each pupil's artwork throughout the year, clearly documenting their progression of skills documented above. They should be exciting to look at, touch and feel, and are central to good practice. Brief notes and annotations should be used to support and guide students through the experimental and evaluation phases of art and design. Art journals will not be permanently marked by teachers and peers, instead a form of evaluation will take place using notes that can be removed. Art Journals will be taken home by the children at the end of the year.

#### **Within the structure:**

- a) Lessons will be differentiation by role or ability grouped with differentiation by objective, task or outcome as needed.
  - b) Relevant discussion is encouraged to deepen understanding and link to work of artists where possible.
  - c) Groups are encouraged to present their findings in a variety of ways usually utilising Art journals to document stages of development and exploration.
- Art Homework is encouraged through half termly projects which mirrors the learning in our cornerstones curriculum.
  - Excellence in Art is celebrated through:
    - a) Display, e.g. in classrooms, corridors and good work boards;
    - b) Presentation of certificates, e.g. awards assembly.
    - c) Sharing of work with other year groups
    - d) Children's sketchbooks and workbooks.
    - e) Art gallery event to be facilitated across whole school once a year.

#### **Art Coverage:**

To make sure that the curriculum for Art is broad and balanced, these national curriculum objectives will be embedded throughout our milestones:

#### **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:

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

#### **Key stage 1**

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. about great artists, architects and designers in history.

## Resources

- Resources for Art are stored centrally in the resources room. Appropriate resources are removed and placed in classrooms when required. Following use, they are then replaced centrally in the resources room. A dedicated area suitable for display appears in each classroom.
- Central resources in Art are the responsibility of the RE Co-ordinators.

## Impact

### Strategies for Assessment, Recording and Reporting

Children will be introduced to the lesson's milestone in order to make them aware of their own progress and next steps.

Reporting in Art to parents (this is done on a termly basis through Parents' Evenings and annually through a written report) they will focus upon each child's:

- Attitudes to Art.
- Skills and targets attained in art journals.
- Milestone reviews are carried out termly on all children and are passed up year upon year.

### Termly Curriculum Assessment and Milestones

Teachers will plan a series of progressive lessons using the Milestones, By the end of each year group, pupils are expected to know, apply and understand the skills and processes specified in the relevant Age Related Expectations.

Assessment is input into Termly Curriculum Assessment spreadsheet (found on the Shared area) in order for teachers to plan for progression and monitor progress. These TCAs are passed to the next teaching team in order to ensure knowledge skills are built upon and not repeated.

Subject Leaders will use this data to track and monitor their subject over time and identify any issues that they need to action and will then review the impact this has had. This will ensure there is consistency across the school in the assessment of Art.

### **Equal Opportunities**

The teaching of Art closely follows the school's equal opportunity policy. Teachers are advised to carry out lessons that give all pupils access to a range of different learning styles. Written learning resources are carefully chosen so as to include all pupils. All pupils are encouraged to take part fully, in all Art lessons across the school.

### **Health and Safety in Art**

- Use of materials, tools and techniques in accordance with health and safety requirements.
- Pupils should be under adult supervision when using potentially dangerous tools
- Appropriate storage of tools and materials.
- Teaching pupils to recognise hazards in a range of products, activities and environments and take action to control the risks to themselves and others.