

# Art Policy



## Costock CE Primary School

Where every child is a star! 

**'As God's children, we shine like Stars' Philippians 2 v.15**

### Our Promise

**Every day at Costock Church School we are experiencing and learning;**

**Service to God, each other and ourselves, Truth, Agape and Respect**

**As we leave each day we take these Christian Values with us**

<b>Approved by:</b>	SLT	<b>Date:</b> Autumn 2023
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### 1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

### 2. Construction of Curriculum (Intent)

At Costock C of E Primary we believe art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

### 3. Aims and outcomes

Here at Costock C of E Primary we believe Art and Design offers opportunities for children to:

- Develop their drawing techniques such as shading, perspective and drawing from different viewpoints.
- Acquire and enhance certain skills and features, and gather information for use on a larger piece of work.

- Record details about the item being drawn or sketched for future reference.
- Develop a sense of enjoyment and pride in their ability to create.
- Nurture creativity and imagination through designing and making;
- Develop an interest and understanding of the ways in which people from the past and present have used and combined materials to create art in its many forms.

In the Early Years Foundation Stage we provide opportunities for children to:

- Develop a curiosity and interest in the designed world through investigating, talking and asking questions about familiar objects.
- Develop confidence and enthusiasm through frequent exploration of media to create and develop objects.
- Construct with a purpose in mind, using a variety of resources, exploring colour, manipulating materials to achieve a planned effect.
- Extend their vocabulary through talking and explaining about their designing and creating activities.

## 4. Teaching and learning

Art is taught in mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class.

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.

The teaching of art might involve:

- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focusing upon art skills.
- Develop clear links between art and design technology to provide opportunity to develop the children's ICT capabilities.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

## 5. Curriculum overview

At Costock C of E Primary School art is taught through a topic approach alongside Design & Technology. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

### 5.1 Early Years Foundation Stage (EYFS)

In line with 'The Development Matters' subject content;

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting

and drawing activities, using appropriate tools and art materials. In order to tap into their artistic potential, the children will be encouraged to develop their own creative ideas.

## 5.2 Key Stage (KS) 1

In KS1, pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas
- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experience and imagination.
- Develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

## 5.3 Key Stage (KS) 2

In KS2, pupils will:

be taught to develop their techniques, including their control and use of materials with creativity, experimentation and an increased awareness of different kinds of art, craft and design.

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

The topics we teach in Art and Design are outlined in the programmes of study/curriculum map for history (see section 5.4).

Detail of programmes of study/curriculum maps can also be found on the school website

## 5.4 Programmes of study

The included subject examples are taken from the National Curriculum for art:

	Autumn term	Spring term	Summer term
EYFS	Mark making	Paint my worlds	Mixed Media
Year 1/2	Drawing: Make your mark	Sculpture and 3D: Paper play	Sculpture and 3D: Clay houses
Year 3/4	Sculpture and 3D: Abstract shape and space	Drawing: Growing artists	Drawing: Power prints
Year 5/6	Drawing: I need Space	Painting and mixed media-portraits	Drawing-Make my voice heard

## 6. Cross-curricular links and SMSC

Art shares links with the following subjects:

- English: development of literacy skills through reading about artists

- › Music: how music is an art form and can inspire artists
- › Design and Technology: The creative aspects of both of these subjects are used interchangeably when explore different art forms – eg sculpture
- › Maths: understanding how shape helps to form certain types of art
- › RE: deeper understanding of different religions and their influence on art
- › ICT: use of the internet for research. All children have access to purple mash, which has a number of different programmes to help develop both art and computing skills. Each class has access to digital cameras with which to produce and edit images. Every class has a Smartboard and projector with which to share images, artists' work and access to a class set of iPads to research artists.
- › Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues through art

The above list is not exhaustive and should be adapted to suit your specific context.

## 7. Assessment and recording

### 7.1 Assessment

Costock C of E uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. Much of the monitoring is done through observation of children using different techniques, discussion and finished work. Digital images are taken by staff to provide evidence of children working and to record 3D objects that have been produced. Teachers use their own formative assessment skills in assessing whether children have problems or need challenging in art e.g. reinforcing a particular technique.

We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

At the end of each school term, pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

#### Marking

Children receive regular feedback and [insert the following if appropriate to your school] marking follows the school's marking policy.

### 7.2 Recording

In Design and Technology, pupils will record their learning in the following ways:

- Topic books or folders
- Reception-Individual Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the

next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

## 8. Resources

### 8.1 Textbooks and other equipment

- There are a wide range of resources to support the teaching of art and design across the school. All equipment, including specialist books are kept centrally either in the wet area or in the art cupboard.

### 8.2 External speakers, local museums, trips

- Visits are planned to enhance learning and give hands on activity.
- People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

## 9. Roles and responsibilities

### 9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

### 9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

### 9.3 Link governor

The link governor responsible for art at our school will:

- › Monitor the impact of the subject across the school and on pupils

- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

#### **9.4 Classroom teacher**

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

#### **9.5 Parents**

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of homework

### **10. Inclusion**

Teachers set high expectations for all pupils in art. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study art, wherever possible, and ensure that there are no barriers to every pupil achieving. For example, using pencil grips to hold drawing pencils and adapt paint brushes.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in art

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **11. Links to other policies**

This subject policy links to the following policies and procedures:

- › Curriculum policy
- › Assessment policy
- › Marking and Feedback policy
- › SEND policy

### **12. Monitoring and review**

This policy will be reviewed by SLT every 3 years or sooner if required.