



Working in partnership with The Saint Ralph Sherwin Multi Academy Trust

The Priory Catholic Voluntary Academy

Art Policy

Introduction

At The Priory Catholic Voluntary Academy, we believe that 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.

National Curriculum 2014

Aims

At The Priory Voluntary Catholic Academy, in conjunction with the aims of the National Curriculum, our Art and Design teaching offers opportunities for pupils to:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

Implementation:

The Early Years Foundation Stage, provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing & making, dance, role-play and imaginative play. The range of experience are imaginative and enjoyable.

In 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.

In Key Stage 2 the 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.
- 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.

Curriculum Guidelines

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child

- Pupils will be involved in learning and understanding key elements to use and apply to their areas of study as set out in the NC document and planned in the School Curriculum Map. Through careful planning a broad, balanced, challenging and purposeful Art curriculum is ensured for all pupils.
- The curriculum map for Art is planned and reviewed on a yearly basis to ensure that the necessary knowledge, skills and understanding are taught in line with the New National Curriculum (2014), providing continuity and progression throughout school with pupils building on previous knowledge and skills.
- Our Art Progression Ladders show how knowledge, skills and understanding are broken down into year groups and terms to provide continuity and progression throughout the school.
- Our Art Knowledge Organisers make it clear to the pupils what knowledge and skills they will be learning in an art topic and how this learning will build upon their prior learning (knowledge, skills and understanding). Knowledge Organisers include key vocabulary and definitions that pupils will be taught throughout the topic for them to refer to during lessons.

- We recognise and value the importance of Enrichment activities in the teaching of Art to extend, challenge, stimulate interest and excitement, such as visits to art galleries, workshops and external trips (e.g. to look at sculptures).
- Art will be presented in a variety of ways to meet the needs of every pupil irrespective of age, gender, ability or race.
- Pupils record their work in a variety of ways.
- Art will be supported by making cross-curricular links with other subjects providing pupils with the opportunity to apply and develop their key skills in History, Geography, ICT and their personal and social skills through their learning.
- Art displays in classrooms will celebrate and share key learning.
- A range of teaching and learning strategies appropriate to the learning objectives and age and ability of the pupils, are employed. Strategies include, whole class teaching, group work, pairs, individual work, discussion, demonstration, enquiry, observation, research and questioning.
- Differentiation is used to cater for the range of abilities within the class. This may take the form of differentiation in activity, resources, outcome, intervention, support, questioning or provision of tasks set.
- Pupils should be set targets in line with the learning challenge.

Assessment of Art

Assessment is integral to effective learning in art as it enables teachers and pupils themselves to think about what they know, understand and can do, and how to move that learning forward.

- Teacher Assessment – This is ongoing and an informal part of every lesson to check pupils' understanding and give information to help the teacher to adjust planning and is based on questioning, observation of work and approach adopted and outcome of tasks set.
- End of Topic Assessment – This takes place at the end of each unit of work. It assesses the skills and concepts covered in the unit and also act as a tool for consolidation. The Art Progression Ladders are used to create the assessment statements for each art topic taught. Assessment grids (knowledge and understanding) for each art unit, identifying pupils who are emerging, met or exceeding, will be undertaken.
- Children in Years 1 – 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Progression from each year groups should be clear. Teachers are to store photographs of finished pieces in their art folders which is to be passed onto the Art Lead at the end of the year.
- Self-assessment – This is a tool whereby the child can assess their success in carrying out a task and set themselves targets for improvement/development.

Monitoring of Art

Monitoring and development of art will be the responsibility of the whole staff body, supported by the art coordinator and SLT. The work of the art subject leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Art is monitored in the following ways:

- The co-ordinator monitors planning, checking for coverage progression and differentiation.
- The co-ordinator samples work and gives feedback to colleagues.
- The whole staff, together with the Art Co-ordinator, sample pupils' in line with the school cycle.

- Learning walks take place to monitor the teaching and learning in art.
- The coordinator talks to pupils in all year groups about their Art topics. (Pupil Voice)
- The coordinator is allocated non-contact time when necessary to carry out their responsibilities.

Health and Safety:

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

Reviewed – Autumn 2020

Next Review: Autumn 2022