



The Canons C of E Primary School
Art Policy

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 thorough understanding of Art. They should also know how art can both reflect and shape our history, and contribute to culture and creativity.

At The Canons we aim to give every child the opportunity to live life in all its fullness, by providing rich learning experiences, educational visits, extra-curricular activities and enrichment opportunities. We believe that art is a vital part of the education of all children. We want pupils at our school to experience a high-quality art education that engages, inspires and challenges pupils. A child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

Our school's aim is to provide an art curriculum which will enable each child to reach their full potential in learning in art; through investigating and making, through research and the development of skills and thoughtful evaluation of their own artwork as well as the work of others.

During their time at The Canons children will explore how art and design both reflect and shape our history and contribute to our culture. They will study a diverse range of artists, makers and designers to understand the development of their art forms and inspire their own work.

We believe that children should develop a wide artistic vocabulary and a rich understanding of the meaning of words they encounter. Alongside the teaching of artistic skills, knowledge and understanding we also teach pupils a range of vocabulary associated with each area of our art curriculum.

Implementation:

We achieve our aims in art through an ambitious curriculum design which ensures that The Canons pupils experience and develop skills in drawing, painting, sculpture, print and other art techniques.

We shape our curriculum around The Statutory Framework for the Early Year Foundation Stage and The National Curriculum requirements in Art, which state:

Statutory Framework for the Early Year Foundation Stage for group and school providers:

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts and Design ELG:

Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

National Curriculum requirements:

Key stage 1:

Pupils should be 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 should be taught:

- To create sketchbooks 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 and clay)
- About great artists, architects and designers in history.

Teaching and Learning

Teachers will ensure that their classrooms are visually stimulating and that there is a creative atmosphere, which celebrates the process of learning, practising and developing a range of skills in art lessons. Links will be made across the curriculum where appropriate in order to enrich and extend the teaching of other subjects.

EYFS

The EYFS staff team will plan for children to experience a range of creative opportunities and develop art skills within the EYFS curriculum. Reception classes will be included in whole school projects, workshops, and events where appropriate.

The EYFS Team follow the Development Matters Document which provides small step guidance for meeting the Early Learning Goals for the end of Reception, in relation to Expressive Art and Design.

KS1 and KS2

Art in KS1 and KS2 will be taught through a mixture of cross curricular topics and standalone units of work. Teachers will plan specific activities to provide opportunities for children to develop their skills, knowledge and understanding of art. Children will study the work of a variety of artists/designers historical and contemporary from across the world, exploring how they shape our history and contribute to our culture, developing cultural capital for all learners.

These activities will take account of children's previous experience in art.

Teachers will ensure that the learning intention of the lessons and the criteria for achievement are clear to all children and come from the Learning Ladder appropriate to the class and/or the individual child.

Children will be given the opportunity to evaluate their own and each other's work and to analyse and improve their work through self and peer assessment.

Children will develop their artistic vocabulary through each unit of work and will build on previous vocabulary knowledge and understanding as they progress through the school.

Children will be given the opportunity to visit local galleries and workshops or to work with a local, contemporary artist or designer.

At the Canons, children will be given the opportunity to produce art or design work for a purpose ie a school exhibition or an out of school competition such as 'The Nuneaton Festival of Arts' and for galleries in school.

Adaptive Teaching and inclusion

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate adaptation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the school's inclusion policy, all children will have an entitlement to all aspects of the art curriculum.

Assessment

Assessment relates to the learning intention for each art lesson. Teaching of well-planned and structured lessons, linked to these learning intentions, ensure progress, where knowledge builds as children move through school and is retained and recalled for independent work.

Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year, an observational drawing of a plant, person or object, for example:
- Art Quizzes completed at the start and end of the school year.
- Individual art portfolios containing selected, annotated pieces.
- Individual sketchbooks containing annotated pieces.
- A whole class discussion about the work, during the evaluation process at the end of each stage of its development.
- Using portfolios of work to help give final judgements on Learning Ladders (Working Towards, Expected, Great Depth) at the end of each unit of work. This builds up a profile for each child and their achievements in art throughout the year, which will then be recorded on their end of year report.

Resources

A range of basic resources for drawing and painting is available in each year group. They are presented in such a way that they are accessible and are maintained in good order.

Additional, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are returned and maintained to the same high standard as those in the individual year groups.

Books and other visual materials to support learning about artists, designers and craftspeople are available from a central location.

Access Art is available as an online resources to support teachers in the planning and resourcing of their lessons around the learning objectives from the progression documents.

Health and Safety

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

Impact

As a result of our inspiring art curriculum, all children are confident and enjoy using a broad range of techniques to express their ideas, feelings and emotions. They can produce work inspired by artists they have studied and can use artistic vocabulary to discuss the skills they have used; the medium they have worked in and the style of art they have been exploring. They have the skills they need to complete this work and are articulate in analysing and evaluating their own and other artists' work.