



Art Policy

Brierley CE (VC) Primary School

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1. Purpose of the policy

This policy reflects the aims and values of Brierley CE 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:

1. Reflect Brierley CE Primary School values and philosophy in relation to the teaching and learning of Art, Craft and Design.
2. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.
3. The policy should be read in conjunction with the Scheme of Work which can be used as a springboard to develop the individual teacher's ideas in a personal way, knowing they are within the school's guidelines. This should enable teachers to Design a programme of activities that is responsive to their own and children's skills and needs in Art at that particular time.

This document is intended for:

- All teaching staff and staff with classroom responsibilities
- School governors
- Parents
- LEA Advisor/Inspectors
- Inspection teams.

Copies are provided to school staff and governors. Other copies are kept in the head teacher's office. This is to ensure accessibility to visiting teachers. Extra copies of the document are available on the shared drive. It is important to help parents understand the curriculum and become involved in children's learning. Therefore, a copy is available for parents on request, and the general aims communicated to parents via the school website.

2. Subject vision

Art and Design stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It is expected that during their time at Brierley children are given opportunities to explore and evaluate Artists and communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

3. Aims and outcomes

A high-quality education in Art and Design should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of Art, craft and Design. It should encourage children to think critically and develop a more rigorous understanding of Art and Design as well as teach them about how Art and Design has shaped our history and contributes to the culture, creativity and wealth of our nation. The elements and techniques can be combined and taught through the main processes of Art – drawing, 3D media, textiles, painting, collage, printing and digital media.

Our school aims for the Art and Design curriculum reflect those of the new National Curriculum.

We aim for pupils to;

- produce creative work, exploring their ideas and recording their experiences
- 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
- know about great Artists, craft makers and Designers, and understand the historical and cultural development of their Art forms

4. Teaching and learning

Class Teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring this complement and reflect the overall aims and philosophy of the school. We follow the Kapow scheme for Art and Design which helps support teachers and staff in their delivery of the lessons and the subject knowledge and skills that the children need to learn.

In classes children are taught in a variety of ways:

- Individually
- In groups- groups may be organised by ability, (mixed or similar), age, friendship, or other criteria. Group work is organised so as to provide co-operation and effective learning and understanding.
- As a class- where introduction and discussions are appropriate.

Art is linked to other curriculum areas and cross-curricular links are identified in the Scheme of Work. There may also be Arts Weeks in schools where children are given further opportunities to work with other Artists.

Differentiation

Kapow Programme of Study for Art covers a broad range of media and techniques, ensuring that children of varying levels of ability (including pupils with S.E.N and those who are More Able) are given the opportunity to achieve work of a high standard.

5. Curriculum overview

Here at Brierley CE Primary School, pupils will follow an Art and design scheme with units divided into four core areas and repeated in each year group. This provides greater clarity over knowledge and skills progression within the four areas. Offering opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.

The units within the Art and Design scheme are designed so that children experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. Units guide pupils in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices. Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way

In order to meet the demands of the Art and Design Curriculum, the children in Key Stage 1 and 2 in Brierley CE Primary School will use a sketchbook and/or art folders. Sketchbooks/art folders should be used for:

- working out ideas, plans and Designs
- keeping a visual record of their observations made from a range of first-hand resources; this should be done on a regular basis
- recording, exploring and storing visual and other information, such as notes and selected materials, which can be used for reference
- an Ideas Book, in which the children explore their own ideas
- collecting materials, such as postcards, fabric Designs and wrapping paper, which they feel could be an inspiration for their own work

Teachers and children can look back through the sketchbooks and reflect on the work, identifying progress. Pupils can make sketches in their books as a preparation for a painting.

5.1 Early Years Foundation Stage (EYFS)

At Brierley, expressive arts and design is one of the seven areas of the early year's foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

At Brierley we encourage:

- opportunities to experiment with inspiring and accessible media and tools
- the freedom to make a mess and mix materials
- space to create individually and collaboratively
- opportunities to make choices
- support to develop mastery in a range of skills, techniques and safety rules
- the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions about their art work or art work made by others
- opportunities to talk about and evaluate their own achievements

5.2 Key Stage (KS) 1

In KS1, pupils will:

Our Year 1 art curriculum

Drawing - developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They then apply these skills to a collaborative piece using music as a stimulus. Artist inspiration: Bridget Riley and Zaria Forman.

Painting and mixed media - exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by the artists Clarice Cliff and Jasper Johns.

Sculpture and 3D - creating simple three-dimensional shapes and structures using familiar materials, children develop their skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils may extend their learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.

Our Year 2 art curriculum

Drawing - Using storybook illustration as a stimulus, children develop their mark-making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.

Painting and mixed media - taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They make their own painted paper in the style of Bearden and then use it in the creation of a collage.

Sculpture and 3D - developing their ability to work with clay, children learn how to create simple thumb pots. They explore the work of sculptor Rachel Whiteread and apply her ideas using techniques such as cutting, shaping, joining and impressing into clay.

5.3 Key Stage (KS) 2

In KS2, pupils will:

Our Year 3 art curriculum

Drawing - taking inspiration from botanical drawings and scientific plant studies by Charles Darwin and Carl Linnaeus, children then explore the techniques of artist Georgia O'Keeffe to draw natural forms. They begin to develop an appreciation of the differences in drawing medium, scale and tonal shading.

Painting and mixed media - exploring prehistoric art, pupils recreate the style of cave artists using charcoal and natural pigments. They experiment with colour mixing, make their own paints and tools and create a large-scale artwork.

Sculpture and 3D - exploring how shapes and negative spaces can be represented by three-dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.

Our Year 4 art curriculum

Drawing - developing an awareness of composition, pupils experiment with different media and printmaking to learn how to enhance and develop drawings, using electrical items as a stimulus.

Painting and mixed media - developing colour-mixing skills, using shades and tints to show form and create three dimensions when painting. Children learn about composition and plan their own still life to paint, applying their chosen techniques.

Sculpture and 3D - exploring the way different materials can be shaped and joined, pupils learn about techniques used by artists Barbara Hepworth and Sokari Douglas-Camp and create their own sculptures.

Our Year 5 art curriculum

Drawing - developing ideas more independently, pupils consider the purpose of drawings as they investigate and evaluate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to work independently to generate, test, and refine ideas in their sketchbooks, leading to a final piece.

Painting and mixed media - investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. Artists featured: Rembrandt, Van Gogh, Frida Kahlo, Chila Kumari Singh Burman and Njideka Akunyili Crosby.

Sculpture and 3D - using inspiration of historical monuments and modern installations, pupils plan, research and draw a sculpture to satisfy a design brief. They investigate scale, the display environment and possibilities for viewer interaction.

Our Year 6 art curriculum

Drawing - exploring how artists have conveyed messages from the Ancient Maya to modern-day street art. The children extend their understanding of how artists use imagery and symbols, and develop their drawing techniques of expressive mark making, tone, and the dramatic light and dark effect called 'chiaroscuro'.

Painting and mixed media - identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in their sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.

Sculpture and 3D - creating a personal memory box, pupils reflect on their time at primary school, representing their memories through art using a range of materials and techniques and develop skills in planning, creating, and evaluating 3D sculptures.

5.4 Programmes of study

	Drawing	Painting and mixed media	Sculpture and 3D
EYFS	Marvellous marks	Paint my world	Creation station
Year 1	Make your mark	Colour splash	Paper play
Year 2	Tell a story	Life in colour	Clay houses
Year 3	Growing artists	Prehistoric painting	Abstract shape and space
Year 4	Power prints	Light and dark	Mega materials
Year 5	I need space!	Portraits	Interactive installation
Year 6	Make my voice heard	Artist study	Making memories

6. Cross-curricular links

Art shares links with the following subjects:

- English: development of literacy skills through speaking about an artist or piece of work
- Maths: looking at shape and space within different pieces of artwork and creating their own pieces using different shapes
- Science: looking at how different colours mix to create other colours. Observing how different materials act when they are moulded/shaped/painted/drawn on.
- History: studying art from different time periods. For example, monuments from the Byzantine Empire
- Geography: studying art from different cultures and countries around the world. For example, art from Western Africa and Chinese painting and ceramics
- ICT: use of the internet for research. Use of digital photography and Apps to create works of art
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

7. Assessment and recording

7.1 Assessment

Brierley CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

The teacher of art should note individual pupil's progress to provide guidance for future teaching and learning and for reporting at the end of the school year. The medium term curriculum plans will form in art an aspect of the record of art taught.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the units of work using the end of unit assessments. These test the knowledge and understand remembered by the pupils and give space for the teacher to assess the quality of the child's finished piece of art work.

Teachers can obtain evidence of the quality of the finished piece by direct observation of children at work, questioning pupils or listening to their conversations, and by assessing their sketches and finished piece.

The art leader monitors teaching and progress in art by:

- informal discussions with teachers, LSAs and children;
- an annual resource audit;
- assessing work and progress;
- observing lessons.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly, based on the historical skills that the medium-term plan requires as a key focus.

At the end of each school year, 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 evaluate their own work and are encouraged to consider their work objectively. For this to happen it

is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within the school. We assess the children's work in Art and Design by making informal judgments as we observe the children during lessons. Work will be differentiated by ability and once completed where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. This will be done verbally during the lesson this gives teachers the opportunity target without writing on or making changes to pupil's artwork. Children are also given the opportunity to reflect on their own experiences and creations in Art and may record these comments on post it notes which can be added to their own piece of work.

7.2 Recording

Evidence of work completed should be retained as a working record for the children. In Key Stage One and Key Stage Two, this should be in the form of a sketch book and/folder. The Art and Design subject leader keeps evidence of the children's work across the school in a Subject Leader file. This demonstrates what the expected level of achievement is in Art and Design in each year of the school

8. Resources

8.1 Textbooks and other equipment

All classrooms have their own set of basic resources which they replenish using class budgets yearly. We also have a central store of more specific resources to be able to teach Art and Design across the school. Teaching staff will be able to request new resources required throughout the year through the school's Subject leader. At every opportunity, children should be encouraged to develop work from primary resources (i.e. actual objects, field trips etc.). If necessary, secondary resources (photos, paintings, stories, poems, etc.) may be used as stimuli.

- Folders
- Paints – watercolour and acrylic paint
- Sketching pencils
- Oil pastels
- Pastels
- Colouring pencils
- Cartridge paper – varying sizes
- Clay
- Digital photography
- This list is not extensive and can be added to/modified throughout the academic year

8.2 External speakers, local museums, trips

Where appropriate, educational visits to places of interest should be encouraged. These visits can act as stimuli for a Scheme of Work providing children with a primary resource. This may be in the form of an Art Gallery Visit or any specific location appropriate to the Scheme of Work. Visits from practising Artists are also recommended providing possibilities for children to further their experience of Art

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 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)

All teaching and non-teaching staff at Brierley CE Primary School are responsible for ensuring that every pupil, whatever their ability, should have the opportunity to experience success in learning at the highest possible standard. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. All children engage in Art and Design activities exploring a wide variety of media, i.e.: fabrics, construction materials and card etc. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments. Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Art and Design activities at Brierley.

Two main areas where pupils with Special Educational Needs might encounter difficulty are communications and making media (sculptures/textiles). Art and Design is an opportunity for children to achieve in a practical subject, as they are encouraged to communicate in a different way (other than writing), for example by using a tape recorder or camera. Children who lack muscular control and co-ordination could have a problem in using some tools. Whenever possible, suitable tools are provided after consultation with Support Staff or an Occupational Therapist. Otherwise, tasks are adapted so that the child can participate. Sensitive grouping encourages shared expertise and this reduces difficulties in specific areas.

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.

Art and Design, in common with all the Arts, can provide the opportunity for new arrivals with very limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Working in Art and Design can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through Art and Design they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of interest and benefit to all pupils.

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 policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every year.