



Castilion Primary School Art Policy



Date of Issue: September 2023

Issued by: K.White

Review Date: September 2024

At Castilion Primary School our values are fundamental expressions of what we think and believe.

- **Equality** - ensuring that every individual child has an equal opportunity to make the most of their lives and talents.
- **Dignity** - being respected for the children that they are and what they believe in.
- **Respect** - treating other children the way they would like to be treated, and acknowledging the thoughts and opinions of other children.

At Castilion Primary School our mission supports wellbeing, participation, relationships and self-esteem.

- **Engage** - children have better relationships.
- **Enthuse** - children feel safe and are healthy and happy.
- **Empower** - children become active and involved in school life and the wider world

Rationale

The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought.

At an individual level, a high-quality art education can build pupils' ability to 'appreciate and interpret what they observe, communicate what they think and feel, or make what they imagine and invent'.

At its best, the subject is both intellectually challenging and creatively demanding.

As a subject studied in school, art includes a range of practices, as well as theoretical and philosophical ideas and interests. The building blocks of the subject enable pupils to see, to know and to experience art. Pupils learn how to view, discuss and make art in its multifaceted, complex and contested forms.

(Ofsted Research Review for Art and Design – February 2023)

Aims

The current National Curriculum states that the aims of art and design are to make sure that all pupils:

- produce creative work, exploring their ideas and recording their experiences to 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
- understand the historical and cultural development of artists, craft-makers and designers art forms

At Castilion Primary School, we teach art through creating opportunities for pupils to explore many different aspects of making, helping pupils and teachers understand the ways art connects us with our past, helps us embrace the present and empowers us to shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

By developing our new art scheme, through the use of Access Art, we aim to:

- deliver a rich and exciting visual arts curriculum which meets the needs of the current National Curriculum for Art.
- set a bench mark for excellence in art teaching, so schools can be proud of their creative curriculum, and pupils and teachers can enjoy the journey and outcomes.

Objectives

Learning

Children first encounter art and design in the early years foundation stage (EYFS). In the EYFS statutory guidance, 'expressive arts and design' is a specific area of learning and development. The guidance states that it is important for children to engage with the arts regularly and to explore a range of materials and media. This helps them to work towards the early learning goals, such as safely using and exploring a variety of materials, tools and techniques. High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter, and provides the necessary foundations for future learning. In the National Curriculum, art and design is a compulsory subject at key stages 1 and 2.

Teaching

Our emphasis is on a journey that allows teaching and learning to empower teachers and pupils to become confident, creative, decision makers. Teachers and pupils can grow and develop with our curriculum by using clear structures and access to resources which help teachers understand the WHY as well as the HOW.

All classes will learn through 3 mediums:

- drawing
- painting
- 3D work

Our art curriculum incorporates design technology. Therefore, each half term, all classes will develop their skills in each medium at the same time to model progression through the year groups. Through each of these pathways, children will also study a range of artists, designers and craftspeople, both modern and traditional, from around the world.

Our art curriculum is knowledge-rich, and pupils will learn a wide range of skills, developing understanding and showing clear progression. But crucially, the knowledge and understanding pupils will build will go far beyond the technical and factual knowledge. Our learning is built through a weaving and layering and revisiting of experiences which will give pupils a range of different opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks.

Assessment, recording and reporting *(see Assessment Policy)*

Assessment in art is seen in its broadest sense and is not limited to measurement and testing. We advocate gentle, ongoing assessment based upon lots of conversation, to discover intention and understanding, as well as looking at outcomes of the journey and end result. This information is then recorded against the statements of attainment in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

Time Allocation

We plan that art in EYFS will be delivered in accordance with the guidelines set out in the statutory EYFS Development Matters and is linked with themes planned throughout the year. At Key Stage 1 and 2, we aim for pupils to access an art lesson for at least an hour a week. This will not include any further independent sketching or transfer of skills in other subjects.

Planning

Each pathway (weekly lesson) tells a story and starts a journey. They follow a particular format which promotes excellent teaching & learning:

- Warm-up: Introduction to relevant artists and their work. This allows a stimulus or inspiration for the pupils to begin their work. Opportunities for retrieval are built in to every lesson.
- Activity: Pupils will then be introduced to a skill to practice and implement. This will be modelled and then pupils will have an opportunity to practise.
- Reflection: The lessons will end with a reflection of their work and their classmates work. Pupils will be invited to assess their work, focusing on the skills they have practised and how they have implemented them. They will have the opportunity to think about what they did well and how they can improve in the next lesson.

Short term planning of individual lessons is a matter for the class teacher. The art subject leader is available to support with this and keeps a range of teacher's resources as a guide. When planning each unit of work the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of the pupils.

Cross Curricular dimensions

Although the key skills learnt during art lessons are specific to the learning intention and topic, these skills can be readily used across the curriculum in other subjects. Pupils will have opportunities to put these skills into practise and demonstrate how they can be transferrable. By using the reflection techniques at the end of each lesson, pupils will be able to continually develop their discussion, assessment and areas for improvement in other subjects. We want all pupils to be able to strive to achieve the best possible outcome they can.

Monitoring and review

The subject leader and other relevant leaders where appropriate will ensure this policy is implemented consistently throughout the school. This is through rigorous monitoring such as discussions with teachers, pupils and parents/carers, monitoring pupils' books and reports, lesson observations, learning walks and monitoring teachers' planning.