

# Art Policy



2020

Review: September 2022 – unless there are changes required sooner, in which case this policy will be reviewed earlier.

Lead: Art Team

## **Introduction**

At The Grange Primary School (TGPS), we believe that art is an important and integral part of our pupils' experience at school. Working closely with other 'Arts' teams within TGPS (including, but not limited to: English, DT and Music), we endeavour to expose our pupils to different types and styles of Art to establish cross-curricular links. Additionally, at TGPS, Art is used as a means to teach a range of concepts during celebratory days, such as World Book Day, Chinese New Year and Remembrance Day. These links allow our pupils to create and maintain memorable experiences related to the Arts to prepare them for life in Modern Britain.

At TGPS, we believe there are many benefits of teaching and developing Art, which support pupils in other areas of learning. These include, but are not limited to:

- Helping to develop language and reasoning;
- Developing positive appreciation and constructive critique skills;
- Pupils learning to assess and improve their work independently;
- Improving hand-eye coordination;
- Improving resilience;
- Gaining a sense of achievement;
- Developing emotional literacy and strategies;
- Building imagination and intellectual curiosity;
- Discovering mindfulness opportunities to encourage self-regulation.

The above benefits will further support our pupils to access learning and therefore improve academic performance.

## **Aims and Objectives of Art Education at TGPS**

The core curriculum for art aims to ensure that all pupils:

- learn to use a range of materials creatively to design and make products
- learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- learn to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn 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.
- learn to create sketch books to record their observations and use them to review and revisit ideas
- learn 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]
- learn about great artists, architects and designers in history.

## **Intent and Implementation of Art**

We plan our art curriculum in accordance with the National Curriculum guidance and objectives for Key Stages 1 and 2. We recognise the importance of pupils' all-round personal development and the leading role that Art plays in contributing to the social, emotional and academic elements. We ensure that the skills, techniques and artists studied in Art builds upon prior learning. Opportunities for all children to develop their skills and knowledge are provided in each year group. The planned progression offers the children an increasing challenge as they progress through school.

The Grange Primary School's Foundation Curriculum document has been developed to map out the progression and learning for each foundation subject. The Art section details the year group specific coverage of artists, skills and techniques (Curriculum Handbook). Staff use this to inform their year group's long, medium and short term planning as follows:

- The long term plan demonstrates the timeframe for each artist, skill and technique to be taught;
- The medium term plan gives details of the specific objectives to be taught;
- The short term plan specifies the activities and resources for each lesson.

### **Differentiation and Access**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. Art is planned to take account of the needs and abilities of all pupils. Careful differentiation will take place to ensure that all pupils, including children with SEND, can contribute to, and benefit from, the Art provision in school. It is the responsibility of the class teacher to provide a curriculum that is inclusive.

### **Impact of Art**

The medium term planning includes the objectives and assessment criteria for each lesson which is shared with the pupils through the use of rubrics. Teachers assess pupils against the assessment rubrics to inform them of pupil progress. Pupils assess their own work against the rubrics to inform themselves of their progress. Pupils also carry out critique on art pieces through differentiated critique resources to support them to improve and quality-assure their work against the objectives for their year group.

Monitoring of the standards of children's work and the quality of teaching in Art is the responsibility of the subject team. This is done by:

- Planning scrutiny
- Assessing children's work
- Pupil interviews
- Lesson observations
- Learning walks
- Regular resource audits

The work of the Art subject team also involves supporting colleagues in the teaching of Art, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The team evaluates the strengths and weaknesses in the subjects and indicates areas for further improvement. The Art subject team has specially allocated time (when needed) to fulfil this role.

### **Communication skills**

Effective communication is the key that helps us to deepen our connections to others and improve team work, decision making and problem solving. Speaking and listening is promoted in Art lessons: opportunities are provided to speak to people of different cultures; to discuss own experience; explore and compare different viewpoints and asking and answering questions. At The Grange Primary School, we have adopted KAGAN structures which promote talk and thinking. Children are provided with extensive opportunities to talk and share their ideas.

