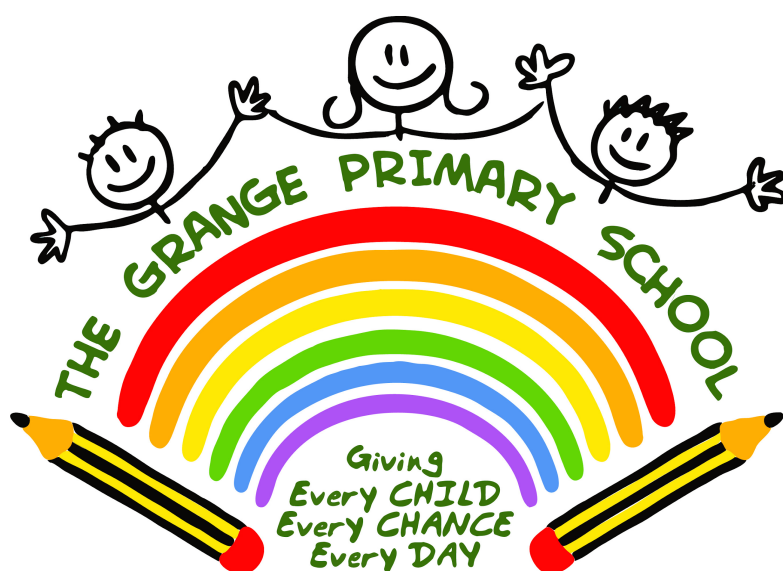


Art Policy



2023

Review: September 2024 – unless there are changes required sooner, in which case this policy will be reviewed earlier.

Lead: J. Dyszy

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.

We have developed the curriculum further to ensure that all pupils are:

- exposed to opportunities which encourage them to aspire to careers within the arts sector;
- offered the chance to partake in the Arts Award at both Discover and Explore levels before the end of Year 6;
- involved in the progression of Art at The Grange Primary School;
- given opportunities to discover that Art is not confined to the mediums taught;
- offered challenging and alternative arts opportunities;
- able to develop awareness and understanding of other cultures and backgrounds;
- allowed time to work with a range of individuals and organisations from the arts sector;
- confident speakers regarding their understanding of Art and its place within society today.

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. This has then been linked with the EYFS Statutory Framework statements to ensure that our pupils are readily prepared for Year 1. 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 and planned progression offers the children an increasing challenge as they move through school, with opportunities for all children to develop their skills and knowledge provided in each year group.

The Grange Primary School's foundation curriculum handbook has been developed to map out the progression and learning for each foundation subject. The Art section details the year group specific coverage of skills, techniques and vocabulary within each medium as well as a range of suggested artists to explore and inspire artwork. Staff use this to inform their year group's long, medium and short term planning as follows:

- long term plan demonstrates the timeframe for each medium and necessary skills to be taught;
- medium term plan gives details of the specific objectives to be taught, including artists foci;
- short term plan specifies the activities and resources for each lesson.

Further art opportunities for pupils are planned and implemented throughout the year, including, but not limited to:

- art clubs for pupils in KS1 and KS2;
- visiting artists and arts organisations;
- celebration events;
- collaboration with other Arts teams to provide a wide range of arts and cultural experiences;
- delivery of arts activities to meet the requirements of the Arts Award at Discover and Explore levels.

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 LO. Teachers assess pupils' work using the marking policy and against the assessment classtrack statements to inform them of pupil progress. Pupils assess their own work using 'Effort and Understanding' 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 work against the objectives for their year group. Pupil critique is demonstrated and developed in evaluation of their own work, that of other pupils in their year group and artwork created by known artists.

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 through, but not limited to:

- 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, identifying areas for further improvement and putting steps in place to address these promptly. The Art subject team has specially allocated time (when needed) to fulfil this role.

Communication skills

At The Grange Primary School, we believe that 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 highly promoted in Art lessons, allowing pupils to develop their communication skills within a range of inclusive contexts, including the opportunity to explore, compare and tolerate different viewpoints. To further support effective communication, we utilise KAGAN structures which promote talk and thinking.

Differentiation and Access

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 all staff that an inclusive curriculum and approach to teaching and learning takes place. Furthermore, the governors are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. As such, S. Hansford is the named governor who takes responsibility for Inclusion and A. Mortimer is the named governor who takes responsibility for monitoring arts and culture at The Grange Primary School, including Spiritual, Moral, Social and Cultural (SMSC) learning.