



Together in God's love, we learn, inspire and grow



Art Policy

This policy has been adopted by the governing body of
St Andrews' C of E Primary School.

Art Subject Leader: Steph Stalker

National Curriculum Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

At St Andrew's, we ensure that children experience a wide range of Art including:

- Painting
- Drawing
- Sculpture
- Printing
- Textiles
- Collage

Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** – the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

Art Intent

Understanding - Our Art curriculum introduces every child to a wide range of artists and art forms, giving pupils a well-rounded understanding of the subject. Our teachers have a solid understanding of children's prior learning in Art and our curriculum is carefully mapped out to ensure progression, building upon what children already know and can do. Knowledge organisers, retrieval tasks and working walls are used to help children retain their knowledge of Art facts.

Nurturing - In Art lessons, children are encouraged to explore, evaluate and revisit their ideas. In doing this, children develop patience, persistence and resilience. They recognise the possibility of making mistakes without feeling a sense of failure, which in turn builds confidence. Children are encouraged to try out new skills with the knowledge that it's ok to find things difficult and it's ok to make mistakes as this is all part of the learning process.

Individual - We understand the vital role of Art in allowing curiosity, creativity, imagination and self-expression to develop alongside critical thinking skills. Individuality is encouraged as children design and create their own unique pieces of artwork, inspired by a focus artist. The children evaluate a wide range of artwork and form their own personal opinions. Children are taught that Art is subjective and everyone will have a different opinion and all opinions are valued.

Quality - We understand that for pupils to achieve good quality outcomes in Art, the children must not only acquire the necessary knowledge and skills to enable the realisation of their ideas, but they must also understand the value of Art and enjoy the experience of working creatively with a variety of mediums.

Unlimited aspirations - Inspired by a wide variety of artists, our children are able to go on their own creative journeys to produce unique pieces of artwork, within which they can express themselves. Through studying artists, children can aspire to be like them and by visiting art galleries, children can aspire to one day have their artwork displayed publicly too.

Equality - In Art lessons, our children are taught that art is for everyone. Anyone can be an artist and anyone can enjoy and appreciate the aesthetic quality of art. Teachers take measures to ensure that every pupil has access to a carefully mapped out, progressive art curriculum, within which, all children's outcomes are celebrated.

Long term planning and curriculum design

The Art curriculum is coherently planned and sequenced through the clearly defined National Curriculum. Carefully mapped out knowledge, skills and vocabulary for each year group enables class teachers to map out objectives through medium term plans, ensuring that all National Curriculum objectives are covered during the year.

Art Implementation

Teaching and Learning including Planning and Organisation

The school uses a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding of Art. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources.

Each teacher is responsible for planning their own Art lessons, supported by the Art Leader. Lessons may be taught as a discrete subject or may form part of a wider topic approach. Art time is managed effectively and creatively. This includes projects which can be blocked or allocated time on a weekly basis. Art is taught for three half terms per year and DT is taught during the other three half terms.

All planning is linked to the following National Curriculum subject content:

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 develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books 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, clay]
- about great artists, architects and designers in history

Art Vocabulary

Art lessons provide opportunities for pupils to communicate and develop their key vocabulary:

- Prior assessment is carried out at the beginning of every unit, and again at the end of the unit, to measure progress. Understanding of key art vocabulary is assessed through observation by the Class Teacher.
- Essential vocabulary is shared at the beginning of every lesson and used/referred to throughout the lesson.
- Class Teachers constantly model correct use of key Art vocabulary.
- Mini plenaries/plenaries which give a further opportunity to assess understanding through pupil explanations are used in every lesson.

Sketchbooks

Each child, from Years 1 to Year 6, has their own sketch book which moves through the year groups with them. Children are encouraged to develop the habit of using their sketchbooks for:

- Recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference.
- Working out ideas, plans and designs.
- Reference - as they develop ideas for their work.
- Looking back at and reflecting on their work, reviewing and identifying their progress.
- As an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Art in EYFS

As with all other areas of learning, the teaching and learning of Art in our Reception class takes place both indoors and outdoors through a wide range of practical and hands on activities. The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of Art indirectly through activities that encourage the children to explore and create. The children have a wide range of structured play resources available to them throughout the year - this is known as continuous provision. As the year progresses, children in Reception record their outcomes in books which prepares them for the learning in Year 1.

Sequence of Lessons at St. Andrew's

Units of work follow a sequence, as set out below:

- Introduction to the artist/art form. Children learn about and explore the life of the artist and their work.
- Skill development. Children explore and experiment, trying out tools and techniques, inspired by the focus artist.
- Design or practise own piece, taking inspiration from the focus artist, using the skills that have been developed.
- Create own piece of art, inspired the focus artist.
- Children evaluate their work

St Andrew's Lesson Structure:

1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge the children have from previous learning.

- 2) **Recap** previous learning and vocabulary.
- 3) **Introduce new learning:** introduce the main skill or concept for the lesson.
- 4) **Apply the new learning:** There's a mixture of short tasks, explanation, demonstration, evaluations or practical activities.
- 5) **Develop the new learning:** deepen understanding of the skill or concept through a focussed task.
- 6) **Plenary:** Recap and reinforce learning, address misconceptions, celebrate success.

In both Key Stage 1 and 2, on average, children have one recorded piece of work in their sketchbook each week. This may include photographs, biographies, writing evaluations, producing artwork etc.

How the Art curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

Our Art curriculum allows all children to improve their knowledge and skills in Art and access each lesson at their own level. Children are encouraged to deepen their own understanding with the use of our knowledge organisers and pupils are given additional support in lessons dependent on their individual needs. Pre-teaching and fine motor skill interventions are also available to support children with their learning in Art.

'Art Milestones' have been created to stipulate the essential knowledge that all pupils need to know and remember in order to be ready to progress to the next stage of their learning. The 'Art Milestones' can also be used to support learners that are unable to access their current year group's curriculum due to a particular special educational need or disability.

For children with a special educational need or disability, adaptations to teaching strategies and the learning environment will be made in line with the school's 'Graduated Approach' to ensure that all children have the best possible outcomes in Art.

Art Impact

Overview of Art assessment procedures, including the expectations of teachers using both formative and summative assessment:

Formative assessment: Teachers assess children's work formatively in Art through observations and marking. These assessments inform the class teacher's planning for future lessons.

Summative assessment: At the end of a unit of work (termly) the class teacher makes a judgement about the children's achievements, and this information is then recorded and fed back to the Art Subject Leader. The Art Subject Leader carries out a termly overview of progress in Art.

At the start of the year, key objectives are identified that will be assessed in each unit and opportunities for assessment are planned for. Wherever possible, children are the first to assess their learning.

Both formative and summative assessment may take the form of a practical activity, a concept map or a written assessment. The teacher uses these assessments to inform reports to parents and the next class teacher at the end of the year, and to carry out termly teacher assessment at the end of each unit of work.

Monitoring

Sketch Book Scrutiny: These are done termly by the Art lead and a member of SLT. There is a clear focus during the book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary.

Lesson Observations/Drop Ins: The art lead and a member of SLT do this termly, feeding back to class teachers and SLT.

Medium Term Planning: Medium Term Planning is provided for the Subject Lead by all class teachers at the beginning of each half term. This planning is adapted and developed throughout the half term and updated where necessary at the end of each unit of work. Writing opportunities are highlighted in yellow and reading opportunities are highlighted in green.

Pupil Voice: Art lead speaks to a variety of children across all year groups, termly to measure the children's understanding of art, their attitude and their level of enjoyment.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

The subject lead's personal interest and passion in Art is developed by:

1. Providing networking opportunities through LDST, Sefton and Madcos,
2. Engagement with the curriculum lead

Staffs' Art knowledge is kept up to date through:

1. Termly staff meetings
2. Provision of effective resources
3. Opportunities for engagement with subject lead

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Freda Kahlo Exploring materials and creating collages		Orla Kiely Taking prints and making patterns		Van Gogh Drawing from observation	
Year 1	Picasso Portraits		Anthony Gormley Clay sculpture		Paul Klee Shape printing	
Year 2	Jean-Michel Basquiat Painting and colour mixing		Henri Matisse Texture and collage		Stella McCartney Fashion design	
Year 3	Prehistoric artists Charcoal cave art		Gaudi Mosaic and collage		Georges Seurat Pointillism	
Year 4	Andy Goldsworthy Natural sculpture		Textiles Asian inspired wax resist		David Hockney Swimming pool paintings	
Year 5	Peter Thorpe and Jackson Pollock Space painting		Printing William Morris Designer		Francis Essoua Kalu Modroc African inspired masks	
Year 6	Hokusai Watercolours / The Great Wave		Architecture Ancient Greece and Charles Cockerell		LS Lowry Industrial landscapes	