



Art Policy

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Governing body signature:	

Information Page

Links to other policies/documents:

Risk Assessment Folder

Pupils' Medical Needs Document

Child Protection and Safeguarding Policy

Health and safety Policy

School Development Plan

Teaching, Learning and Assessment Policy

Curriculum maps

Equality Policy

Art progression of knowledge and skills

Rationale and intent

At William Reynolds Primary school, we recognise the importance of art to engage pupils, offering them opportunities to succeed beyond the traditional academic curriculum, stimulate their talents and spur on their academic creativity and independence in order to aspire for the future.

Our principle aims - from the National Curriculum in England - for art are 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

A broad and balanced creatively driven art curriculum, helps our pupils to develop a creative flair and imagination and gives pupils a better understanding and knowledge of cultural capital and the value art has in society.

The core of our art curriculum is the National Curriculum for England.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points and target points within objectives are identified for each year group through a whole school art progression plan. To enable progress substantive knowledge is taught practically and theoretically through knowing how we make art and the knowledge of art and its history. Disciplinary knowledge is taught by giving children the opportunity to explore and describe the differences and similarities between different practices and disciplines whilst making links to their own work.

Teaching and Learning

Foundation stage

The EYFS curriculum includes rich opportunities for pupils to express and develop their own creativity and imagination. Within the Foundation Stage, pupils explore and play with a wide range of media and materials. They are then encouraged to share their creations, explaining the process they have used.

Key Stage 1 and 2

All pupils in Key Stage 1 and 2 participate in three units of art throughout the year that develop their skills in drawing, painting, sculpture and other art, craft and design techniques. Pupils are taught the differences between traditional, modern and contemporary art. In EYFS art is embedded through continuous provision as well as taught lessons where pupils use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Medium Term Planning

Detailed Medium Term planning supports teachers to plan a sequence of progressive lessons and over time, giving the children opportunities to master new substantive concepts. Within this document, key objectives and vocabulary are outlined. Progression documents, used to support the Medium-term plan, ensure that staff are delivering a consistent and challenging curriculum. Sketch books are used within Key Stage 1 and 2 to record their observations and ideas and show a progression of skills. Where possible, lessons are contextualised to engage the children further with their learning. As a school, we understand the importance of high-quality teaching so there are opportunities to upskill and improve teacher's subject knowledge through CPD sessions.

Role of the Subject Leader:

The role of the subject leader is to:

- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit, identify, purchase and organise all Art resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- keep up to date on the use of Art in the curriculum
- promote Art throughout the school e.g. organise an Arts week during the summer term

Spiritual, Moral, Social and Cultural Development

At William Reynolds Primary School and Nursery, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Resources

Art equipment is stored within year group corridors. It is important to ensure that resources are labelled and left clean and tidy.

Use of I.C.T

Information and communication technology enhances the teaching of Art, wherever appropriate, in all key stages. Children use software to enhance their skills in Art. The children also use ICT to collect research on notable Artists and the history of their style of Art.

Online Safety

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

To support children's learning in Art, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Independent research, where necessary, will be monitored by the class teacher or teaching assistant and will be conducted using a child safe search engine such as 'KidRex.org'

Health and Safety

The health and safety of our children is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:

- Equipment will be checked regularly to ensure that they are in good repair and of good quality.
- Where children are to participate in activities outside the classroom, for example sketching local landmarks (e.g. Ironbridge). A risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Impact

The impact of our curriculum is that:

- Pupils make progress in range of art and design techniques.
- Pupils know the similarities and differences between a range of art movements and styles.
- Pupils develop their knowledge of various artists and understand the historical and cultural development of their art forms.

Pupils understand the value of art and how it is used in everyday life.