



## Art Policy

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<b>Presented to Governors:</b>	<b>June 2021</b>
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<b>To be reviewed:</b>	<b>Every 3 years</b>
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<b>Amendments:</b>	<b>Amended September 2023 to reflect new curriculum overview</b>

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## **Intent**

At Turton & Edgworth Primary School, we are strong believers in the impact of Art and Design as part of a broad and balanced curriculum. Art and Design is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in a variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Art and Design is taught in isolation to help retain its creative base and its skills and techniques. However, wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As artists, children should be able to critically evaluate their work and work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

## **Aims**

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.
- 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

## **Impact**

### **The Foundation stage**

Before embarking on Key Stage 1 work, most children will have attended Reception and Nursery classes where they will have had opportunities to find out and learn about the world they live in. At Turton & Edgworth Primary School, the Foundation Stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the

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children to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three-five. At Turton and Edgworth all learning in art and design begins in reception. Art and design skills are particularly developed through the following areas of learning in EYFS: Expressive Art and Design (EAD), Communication and Language (CL) and Physical Development (PD). In addition, art and design is weaved through the areas of continuous provision, both indoor and outdoor.

In Reception, the use of 'Drawing Club' brings stories to life and opens up the world to our youngest pupils, allowing them to see themselves as capable and creative learners; exploring stories and developing their imagination through art.

### **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 and 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

### **Teaching and Learning Strategies**

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest, i.e. The Barlow

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- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and they are therefore focusing upon art skills.
- Special needs children need to be catered for in the planning of the programme. In this subject these children have their confidence and self-esteem raised.
- Develop clear links between art and design technology to provide opportunity to develop the children's ICT capabilities.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

### **Implementation**

The implementation of the Art and Design curriculum at Turton & Edgworth Primary School is based on the Early Years Foundation Stage Curriculum and the National Curriculum. At Turton and Edgworth we follow the 'Kapow Primary' scheme of work for Art and Design, ensuring the teaching of a broad range of skills. The children are taught Art and Design as discrete lessons. Links to other subjects are made, where possible.

Our whole school Art and Design curriculum overview and learning journey shows the coverage of art topics across school. We have made our Art and Design curriculum bespoke by organising a whole school focus on a particular skill each half term. For example, the whole school focuses on the skill of 'drawing' in autumn. The skills and knowledge progression document shows how skills in Art and Design are developed and progress from Reception to Year 6. These documents can be found on our school website.

In the summer term, we hold a celebration of 'Art and Design' by creating a school art gallery and holding an Art and Design 'Super Learning Week' which is planned by the Art Ambassadors.

### **Assessment and record keeping**

Class teachers will use 'Sonar' to record simple assessments. This will help identify children who are working below, at or above age-related expectations and informs the annual

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subject report to governors. Each child will have an Art and Design sketch book which will follow them through school. This will provide evidence of the learning and progress taking place. Children will also be quizzed throughout the year on aspects of their learning in the subject.

### **Monitoring and evaluation**

The Art and Design coordinator and the Senior Leadership Team are responsible for observing practice and monitoring the quality and impact of Art and Design teaching and learning.

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