

TUTSHILL CHURCH OF ENGLAND SCHOOL

Art Policy

Love One Another, Know Ourselves, Believe and Grow'

Written: October 2022

Review: October 2024

Signed Headteacher.....

*Our Christian Vision is rooted in 1John 4:7
'Dear Friends, let us love one another, for love comes from God'*

Signe Committee chair.....

Introduction

Our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision; Love One Another, Know Ourselves, Believe and Grow.

Our School Vision is rooted in 1John 4:7 *'let us love one another, for love comes from God'*.

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God's family.

Curriculum Drivers

Throughout each subject that we teach we want to ensure that children leave Tutshill School ready for the next chapter of their life. Therefore, we want our children to:

- understand and use our school values
- be resilient and curious learners
- be globally aware
- be able to play a role in wider society

Subject intent

At Tutshill Primary School, we value Art and design as an important part of the children's entitlement to a broad and balanced curriculum. Art and design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas and demonstrate the, love one another, know ourselves, believe and grow school vision through the values of forgiveness, compassion, responsibility, respect, perseverance, courage, creativity.

The structured and sequenced scheme of work aims to inspire pupils, equipping them with the knowledge and skills to develop their confidence to experiment and invent their own works of art. It is designed to give pupils every opportunity to develop their ability, nurture their talent and interests and express their ideas and thoughts about the world as well as learning about art and artists across cultures and through history. Learning about and through art develops children's **global awareness**; teaching how Art and design both reflect and shape our history, and contribute to an awareness of **British values**, culture and creativity.

It supports pupils to meet the aims of the national curriculum and end of key stage attainment targets.

Through Art and Design, we use our core **Christian values** to teach children how to respect and value the work and ideas of others. Children are encouraged to use their learning behaviours to take responsibility for creatively and innovatively applying art and design skills and techniques, whilst showing resilience and perseverance to overcome personal challenges.

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Art and Design lessons are actively used to develop children's positive learning behaviours. Children are taught to reflect on their own and others work including the work of a diverse range of artists, and to use the **ABCDE** teaching model to develop metacognitive skills and consider how they learn and how to improve their work.

Legal Framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Art and Design programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Equalities Act 2010

Roles and Responsibilities

Governing Board

- Link Governor will meet with the subject leader to be able to understand the programme of study.

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.

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- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of geography in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

The classroom teacher is responsible for:

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Tutshill C of E School policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

The Curriculum

Early Years Foundation Stage

Art and design is taught through expressive arts and design: creating with materials and being imaginative and expressive. Physical skills: fine motor skills, gross motor skills

National Curriculum

Key stage 1 Pupils should be taught:

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- 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

Subject Implementation

Teaching and Learning

The school scheme of work follows the Kapow scheme and is designed with five strands that run throughout. These are

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Formal elements are woven through the units and key skills are revisited again with increasing complexity in a spiral curriculum model to allow pupils to revise and build on previous learning.

Units are organised around four core areas

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and Design

Skills and knowledge are built up progressively and ensure National Curriculum attainment targets are securely met by the end of each key stage. Knowledge is also built within the formal elements of Art, line shape, colour, texture, space.

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Learning is scaffolded, to support age appropriate sequenced learning with cross curricular links made, where appropriate. Creativity and independent outcomes are embedded within the units, supporting pupils to make their own creative choices and decisions so that art outcomes whilst still being knowledge rich are unique to the pupils.

Lessons follow the ABCDE teaching and learning model, and are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their learning. Art is taught in an inclusive way with differentiation being used as appropriate to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge schemas for each unit support pupil by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills, processes, key facts and vocabulary.

Specialist and non-specialist teachers are supported in their teaching of art techniques and development of subject knowledge, through video clips created by subject specialists. This helps to ensure that the delivery of art is of the highest quality.

Art and design is timetabled in the autumn, spring and summer long terms and is taught weekly, in units, over five or six lessons. This allows skills, knowledge and technique to build over time and for children to revisit their learning to ensure they know more, do more, remember more. Additional opportunities to explore art are taken through the year, including Christmas and Summer craft activities. Opportunities are taken to teach of art and design in the outdoor area to take advantage of the local environment and contribute to the overall well-being and involvement of children in active learning.

The Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills again and again during their time in primary school.
- Increasing depth: Each time a skill is revisited it is covered with greater complexity
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Sequential lessons offer clear skills progression with units divided into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design.

A broad and balanced curriculum covers all National curriculum and Early Years Foundation Stage aims in the units.

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Each unit enables children to build skills and techniques towards exciting outcomes, while offering opportunities for teachers to develop the learning for the needs of their children and their specific curriculum.

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

Assessment and reporting

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.

- Assessment in Art and design is based upon knowledge and understanding, rather than achievement in English or maths.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

Assessment will take place through the following ways

- Summative end of unit assessment will be undertaken termly.
- Pupils understanding will be assessed through focused questioning and AFL strategies
- Progress will be reported to parents annually

Health and Safety

All staff will act in accordance with the schools Health and Safety policy.

Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Heads absence.

A risk assessment for Art and design has been carried out with headings including Provision; General: Equipment advice; General: Equipment storage Classroom stationery; General: Obtained materials Burns due to glue guns and hot components; Shaving foam Cuts, punctures, lacerations and pinches from cutting and shaping implements; Sewing, needlework and fabric choices

See Appendix 1

Equality statement

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- All pupils will have access to the Art and design curriculum, including practical experiments.
- Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all Art and design lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their creative thinking through activities such as, investigative work and research of an artistic or design nature.

Subject Impact

After following the art and design scheme of work, pupils will leave Tutshill C of E School equipped with a range of techniques and the confidence and creativity to form a strong foundation for their art and design learning at Key Stage Three and beyond.

The expected impact is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for art and design.

Children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of the art scheme is monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against learning objectives.

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Ongoing assessments take place throughout the year. Foundation subject assessments are completed three times a year with teachers identifying those children working below, at and beyond expectations. Areas of strength and areas that pose challenge for individuals are highlighted. Data informs future lessons and supports children's progress in learning, ensuring children are supported and challenged appropriately. The subject leader analyses obtained data on a termly basis to inform and address any trends or gaps in attainment.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the Tapestry and Insight tracking system. Age related expectation levels are reported to parents at the end of the reception year.

Appendix 1

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