



Art Policy

September 2023

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1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School.

This is summarised as:

- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other
- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21st Century

Art Curriculum Intent

Express Yourself!

At Elmbridge, we develop creative artists who risk take, decision make and build self-confidence. Art allows us to step into the past and see through the world through the lives of others.

2. The Importance of Art in the Curriculum

Art is a way of stimulating children's creativity and imagination through visual, tactile and sensory experiences. It allows pupils to explore different ways in which mood can be expressed and the chance to study artists and techniques. It gives pupils the opportunity to understand and respond to the world in a unique way and develop their interpretations. Pupils will develop an awareness of colour, form, texture and pattern. It is a way in which pupils can communicate their ideas, feelings and meanings and make thoughtful judgments about their life and life in different cultures and times. It allows pupils to reflect upon their work by creating opportunities for them to explain, analyse, critique and ask questions about art.

In Art, pupils should give their own interpretation of a technique or theme through problem solving and art projects. To do this they need to be able to research, gather ideas and become inspired by art. They will need to design and choose appropriate resources to meet their aims and evaluate the effectiveness of their finished project.

3. Implementation

The Elmbridge Art curriculum is underpinned by x different elements of the art process as outlined in the National Curriculum: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design.

Each element is taught at least once a year with an opportunity for children to use the skills they have developed in an 'Express Yourself' lesson to create a piece of work of their choice.

The progression of objectives document outlines how the curriculum is progressive in Art from Reception to Year 6.

Early Years

In Reception, Art is taught as an integral part of the topic work covered during the year. The principles of Art are taught discretely through adult led activities throughout the year. During continuous provision, our Reception pupils have access to tools and materials to independently practise the key Art skills creating, painting, drawing, printing and evaluating.

Key Stage 1

Children are taught to use a range of materials, use drawing, painting and sculpture to develop and share their ideas. Children will explore a range of artists, craft makers and designers and evaluate their work.

Key Stage 2

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

Timetabling

Art lessons are timetabled for 45-50 minutes per week, which gives pupils enough time deepen their learning. When needed, two lessons may be combined over a two-week period; this may happen when pupils are completing final projects or taking part in the 'Express Yourself' lesson.

4. Methodology

Planning

The Art curriculum has been planned to ensure there is progression from early years to Year 6. This will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupils make the transition between year groups. Curriculum objective planning is used to create medium term plans in each year group. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

Teaching (see teaching and learning policy)

Art will be taught through a mixture of skill based demonstration lessons and opportunities for children to independently plan, create and evaluate their own art work. Every year children will have the opportunity to develop their skills in sketching, painting, textiles, sculpture, pattern and printing. Each year group will carry out a study on a great artist, architect and designer, and understand the historical and cultural development of their art forms.

5. Impact

Formative and Summative assessment

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help dictate the next steps. Teachers may use lesson tasks, quizzes, observation and dialogue determine pupil attainment. Pupil attainment against the curriculum strands will be recorded to help identify any gaps in learning.

Monitoring

Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The art Governor should be invited to support the monitoring at least once per year (see T&L policy).

Moderation

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

6. Continuing Professional Development

The art subject leader keeps up to date with their own subject knowledge and skills, as part of their on-going appraisal. They, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality wellbeing lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

7. Equal opportunities

All children have an entitlement to access the Art curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Providing differentiated work when needed e.g. using premade templates, specific equipment such as bigger or smaller paintbrushes visual cues.
- Using TA/Teacher support and/or interventions for pupils who need to catch up
- Referring to MY PLANS or EHCP targets for SEND pupils e.g. touch typing
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged pupils

8. Spiritual, Moral, Social and Cultural Development

As a school, we **work together** to enable our pupils to be:

Ready, Respectful, Safe

Elmbridge Primary School supports SMSC in all subject areas. In art, this may look like the following:

Spiritual development

Art provides an opportunity for children to develop curiosity and creativity. Skills learnt in Art lessons gives children important skills, which could help them in further life. Children are encouraged to design and make pieces of work for a given audience, based on their values and respect for other people e.g. diya lamps to celebrate Diwali. Art provides opportunities for reflection of awe and wonder about pieces of art from their local area and wider afield.

Moral development

Children are given the opportunity to listen to each other's opinions and to evaluate their own, peers and well-known artists using constructive criticism.

Social development

Art lessons guide pupils to consider how to express themselves clearly, communicate effectively and show respect to others. Some projects in Art may be collaborative, encouraging children to work together and cooperate with others.

Cultural development

Throughout the art curriculum, the children will explore pieces of art from different cultures and will be given opportunities to recreate this and produce art which reflects their own personal culture.

9. Links to other Policies

Elmbridge Primary School will consider Art when developing other policies, in particular:

- Accessibility
- Behaviour and Relationships Policy
- English as an Additional Language
- Online Safety and Acceptable User Policy
- All curriculum subjects
- Teaching and Learning
- Health and safety
- SEND
- Staff Development
- Assessment & Feedback
- SMSC Development
- Off-Site Visits
- Pupil Premium
- Safeguarding and Child Protection
- Transition
- Young Carers and Young Ambassadors

This list is not exhaustive; it will be added to should additional linked policies be produced, developed or reviewed.