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Establishment Number: 3810

School Principal: Mr C Adlington Federation Headteacher: Mrs A J Booth School Principal: Mrs J Nurse

Federation Curriculum Policy

Art

Reviewed: November 2022

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mrs J Nurse (School Principal GPNS)

Mr C Adlington (School Principal CPS)

Next Review Date: October 2024

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Statement of Intent, Implementation and Impact

Intent:

- Art and design stimulates imagination and creativity and involves pupils in a range of visual, tactile and sensory experiences which enables them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern.
- Art and design promotes careful observation and an appreciation of the world around us.
- Our art curriculum provides pupils with the opportunities to develop their skills, knowledge and techniques.
- Pupils learn the skills of drawing, painting, printing, collage and sculpture, using materials such as pencils, charcoal, paint and clay.
- Pupils are encouraged to be reflective and evaluate their work by thinking critically about how they could improve or change their techniques.
- These skills will improve and progress year on year as they are revisited in greater depth and become embedded.
- Pupils are introduced to a range of famous artists and their works, and learn to create their own masterpieces in their style.
- Our pupils reflect and learn how art has shaped history and how it differs globally.

Implementation:

- The art curriculum at Federation is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each key stage.
- Teachers plan lessons for their class using our progression of knowledge and skills document. Wherever possible, a cross curricular approach is adopted to incorporate art in a broad range of enriching opportunities.
- In the Early Years Foundation Stage pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities both indoors and outdoors.
- Progression is planned for to ensure that key skills are revisited and pupils are given the opportunity to consolidate, build on and extend prior learning.
- Our curriculum is further enriched through our annual school Arts Week where pupils have the opportunity to explore art from different cultures in more detail.

Our art curriculum is a skills based sequence of lessons which is accessible to all. We provide all pupils the opportunity to achieve and exceed the national expectations by:

- participating in high quality art lessons provided by class teachers and where possible local artists and experts
- incorporating different genre to ensure pupils have lots of choice and develop crucial skills and techniques
- developing and using key knowledge and vocabulary
- providing the correct materials and tools to develop specific skills and techniques

Impact:

- Our art curriculum is high quality, well thought out and is planned to demonstrate progression.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning which demonstrates progression across the school
- Pupil discussions about their learning, including discussion about their thoughts, ideas and processing and evaluations of work
- Monitoring of work

- Lesson Observations
- Review of the use of sketchbooks across the school

Legal Framework

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

- DfE (2013) 'National curriculum in England: art programmes of study'
- DfE (2020) 'EYFS Development Matters'

2. Roles and Responsibilities

2.1. The **art coordinator** is responsible for:

- Preparing policy documents, curriculum plans and an overview of skills progression.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of art, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- 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 art resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- 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 the contribution of art to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art in subsequent years.
- Creating an overview of displays within the school to ensure the environment is current, exciting, motivating and reflects the pupils' achievements.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' artistic skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **art coordinator** about key topics, resources and supporting individual pupils.

- 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 **art coordinator** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Early Years Provision

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the EYFS Framework.
- 3.2. The areas that are most relevant to art are:
 - Physical Development
 - Expressive arts and design
- 3.3. All activities will adhere to the objectives set out in the framework and provide pupils with a range of different activities and experiences that use a variety of tools and media. Pupils will develop key skills that develop both their gross and fine motor skills.

4. The National Curriculum

- 4.1. The national curriculum is followed and provides an overview of the statutory content to be taught within each Key Stage.

Key stage 1 objectives

- 4.2 to use a range of materials creatively to design and make products
- 4.3 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 4.4 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 4.5 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 objectives

- 4.6 to create sketch books to record their observations and use them to review and revisit ideas
- 4.7 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]
- 4.8 about great artists, architects and designers in history.to create sketch books to record their observations and use them to review and revisit ideas
- 4.9 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]

Cross-curricular links

- 5.1 Wherever possible, the art curriculum will provide opportunities to establish links with other curriculum areas.

5.2 English

- Pupils are encouraged to use their speaking and listening skills to describe what they see and experience.
- Pupils' writing skills are developed through annotation and reflection.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.
- Pupils develop the use of questioning about their own work and the work of others.

5.3 Maths

- Pupils use their knowledge and understanding of shape and space to work in 2 or 3 dimensions.
- Where appropriate, pupils record findings using charts, tables and graphs.

5.4 Science

- Pupils use their knowledge of the natural world to identify and analyse features of environmental art.
- Pupils' investigative and practical skills are developed through the use of practical first-hand experiences.

5.5 Computing

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to explore a range of programmes and record and present their work.
- ICT will be used to manipulate images

5.6 Spiritual development

- Pupils' development will be focussed on the beauty of the world, encouraging an appreciation and fascination
- Through a common goal of creating, pupils learn to work more effectively with other people, and build upon good relationships.
- Pupils are encouraged to actively engage and participate in order to develop their self-esteem, confidence and maturity.
- Current artistic developments and issues will be discussed in the classroom, where appropriate.

6 Teaching and Learning (Pedagogy)

6.1 Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

6.2 Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.

6.3 Lessons will allow for a wide range of practical, hands on activities, including the following:

- Questioning and responding
- Evaluating and adapting
- Practical experiences
- Collaborative work
- Discussions
- Large and small scale activities
- 2 dimensional and 3 dimensional forms
- Researching using secondary sources

6.4 Lessons will involve the use of a variety of sources including, works of art, photography, visual arts, digital art.

6.5 The classroom teacher, in collaboration with the art coordinator, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

6.6 Opportunities for outdoor learning and practical work will be provided wherever possible.

6.7 Each year group **may** have the opportunity to undertake an external educational visit, which is art based.

6.8 Feedback

Feedback should:

- Redirect and focus either the teachers' or the learners' actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- Inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Encourage pupils to take responsibility for developing and enhancing their own work including by self and peer assessment
- Ultimately be seen by pupils as a positive approach to improving their learning

7 Planning

7.1 All relevant staff members are briefed on the school's planning procedures as part of staff training.

7.2 Throughout the school, art is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

- 7.3 Teachers will use the key learning content in the DfE’s statutory guidance ‘National curriculum in England: art programmes of study’.
- 7.4 Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5 Long-term planning overviews are used to outline the skills to be taught within each year group.
- 7.6 Medium-term planning is used to outline the vocabulary and skills that will be taught across the year, as well as highlighting the opportunities for assessment.
- 7.7 Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8 Medium-term plans will be shared with the **art coordinator** to ensure there is progression between years.
- 7.9 All lessons will have clear learning objectives, which are shared and reviewed with pupils.

8 Assessment and Reporting

- 8.1 Assessing children’s learning in Art and Design enables teachers to identify pupil’s retention of knowledge, misconceptions and next steps.
- 8.2 Pupils will be assessed, and their progression recorded, in line with the school’s **Assessment Policy**.
- 8.3 Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task. All tasks are quick and pacy as new learning is the priority.
- 8.4 Assessment will be undertaken in various forms, including the following:
- Talking to pupils and asking questions
 - Discussing pupils’ work with them
 - Specific challenges for individual pupils
 - Observing practical tasks and activities
 - Pupils’ self-evaluation of their work
- 8.5 In terms of summative assessments, the results of end-of-year assessments will be shared with relevant members of staff, such as the pupil’s future teacher, in order to demonstrate where learners are at a given point in time.
- 8.6 Parents will be provided with a written report about their child’s progress during the Spring term every year. These will include information on the pupil’s attainment, progress and attitude towards art.
- 8.7 Verbal reports will be provided at parent-teacher interviews during the Autumn and Summer terms.
- 8.8 Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.
- 8.9

9 Resources

- 9.1 There are a range of high quality resources to support the teaching of art across the school.
- 9.2 Teachers have access to the library service and can order a wide range of books and resources for each area of learning.
- 9.3 Pupils have access to the internet through computers, laptops, iPads and interactive whiteboards.

10 Equal Opportunities & Inclusion

- 10.1 We are committed to giving all of our pupils every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.
- 10.2 Our curriculum is broad and balanced and we have high expectations of all pupils.
- 10.3 The achievements, attitudes and well-being of all our pupils matter, regardless of ethnicity, attainment, age, disability, gender or background.
- 10.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of pupils.
- 10.5 Equality of opportunity must be a reality for our pupils and we ensure this through the attention we pay to the different groups of pupils within our school:
- girls and boys;
 - minority ethnic and faith groups;
 - pupils for whom English is an additional language;
 - pupils with special educational needs and disabilities.

11 Staff Development

- 11.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for pupils.
- 11.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.
- 11.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.
- 11.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.
- 11.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.
- 11.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

12 Monitoring and Review

- 12.1 This policy will be reviewed on an annual basis by the art coordinator.

12.2 The **art coordinator** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

12.3 Any changes made to this policy will be communicated to all teaching staff.

12.4 The next scheduled review date of this policy is October 2024.

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy