

Aims

Our Art and Design curriculum will engage, inspire and challenge pupils equipping them to experiment, invent and create their own works of art, craft and design. They will be able to think critically to produce creative work, exploring their ideas and recording their experiences. Our curriculum will ensure that the children know how some of the highest forms of human creativity reflect and shape our history and culture.

Objectives

- To produce creative work and record their experiences in sketch books.
- To use drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate creative works by professional artists and our peers.
- To use the language of art, craft and design.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.
- To ensure equal opportunities by offering equal access for all groups and developing children's knowledge of artists, designers and architects from different cultures.

Implementation of the Art Policy

1. Organisation KS1-KS2

- Children are taught art in weekly lessons or as block of time to complete a topic. This can be taught through the topic using The National Curriculum objectives for the year group or discretely for some objectives. A range of different styles and techniques are shown and children are given opportunities to look at the work of famous artists and designers to recreate these works and interpret in their own way.
- Children are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, painting, drawing, printing, collage, clay etc.
- Children are able to use their observation skills as part of their learning, completing a wide range of drawing, painting activities.
- Children are given opportunities to develop their own ideas in art using a variety of materials and tools.
- Children are shown different techniques they can use to develop their knowledge of the subject.
- Opportunities are given to create artwork outdoors using the natural environment.

2. Art Curriculum Planning

We carry out planning using objectives from the National Curriculum for long and short term within/linked to the topic planning if appropriate. The long term plan maps out the skills to be covered during the key stages through three units of learning to include the artists the children will research. They identify skills taught for each unit, and ensure an appropriated balance and distribution of work across each term.

We plan the activities in Art so that they build upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Each topic will need to be evaluated, informally by the teachers and teaching assistant's within the year group to ascertain the enjoyment had by the children, the effectiveness of developing skills and the quality of purpose.

3. Early Years

- The children are taught art and design using the Early Years Foundation Stage curriculum. This enables the children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

4. Breadth of learning

Children should learn about how the arts are created and enjoyed today, how they have changed over time, and the contribution they make to our lives and culture. How the arts are used and valued in different cultures and traditions should also be explored. Children should learn how to combine art forms imaginatively and in complementary and enhancing ways. They should perform and exhibit for a range of audiences, and work with artists in and beyond the classroom. They should be introduced to the appropriate language of the arts.

- In art children should be involved in design, craftwork and fine art on a variety of scales, working in two and three dimensions and using ICT to explore line, shape, form, colour, texture and pattern. They should develop their understanding through visits to galleries and exhibitions.
- In dance, children should create, perform and appreciate dances. They should develop physical skills and the ability to use space imaginatively and creatively and work with others to perform confidently and with expression. They should learn about and experience dance styles from different times, places and cultural contexts and see and participate in live performances.
- In drama, children should improvise and work in role plays with other children and with adults, responding to a variety of imagined and real stimuli. They should explore dramatic conventions, areas of personal interest and enjoyment as well as issues of personal, social and global concern. They should devise performances for each other, the school and the wider community, and respond to live and recorded professional theatre performances.
- In music, children should learn about and appraise a range of music of different genres and from different cultures including classical, folk and popular traditions. They should work with a range of musicians and watch, listen to and participate in live performances. They should learn to sing rounds and songs, and should play musical instruments to perform melodies and accompaniments by ear and from notations. They should create and compose music by choosing, ordering, combining and controlling sounds and recognising how musical elements can be used.

5. Resources

- Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists (examples of their work).
- Some resources are kept in classrooms for easy access and a wide range of specialist resources are kept in the practical room for staff to access when needed. The children can also complete their art learning in this room.
- Early years have their own resources kept in their classrooms for easy access throughout the day.
- We aim to strengthen our links with local artists, art groups and to use local art exhibitions, national collections and the internet.

5. Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible. Craft afternoons are organised so that parents can come into school to engage in activities with their child at Christmas.
- Parents/Carers have the opportunity to meet with their child's class teachers each term at Parent's Evenings and receive an annual report at the end of summer term. Art is reported as a separate subject in the annual report.

6. Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
- Learning and teaching.
 - b) Leading and managing staff.
 - c) Efficient and effective deployment of staff and resources.
- The Subject Leader will have regular discussions with the Head teacher and other senior leaders about learning and teaching in Art, about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

The Art Lesson: Good Practice

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Esh Winning Primary School. These apply to learning and teaching in Art as well as every other curriculum subject area.
- In Art the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them in other areas of learning.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in Art are assessed in line with the School's Assessment Policy. Assessment in Art for years 1-6 will be by taking examples of children's work and assessing the curriculum objectives for the year.
- Assessment in Art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works (we are not all great artists). Art assessment will focus on what individual children have achieved.
- Assessment is completed for each child using the objectives for each year group.
- Sketchbooks will not be marked according to the school's marking policy as the sketchbooks are for the children to develop their own creativity.

Inclusion (please refer also to the School's Equality Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher, Senior Leadership Team and Art Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Art Subject Leader will report to the governing body on the effectiveness of the policy at least bi-annually and, if necessary, make recommendations for further improvements.

Esh Winning Primary School
Display Policy



Objectives:

- To encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their learning.
- To create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding.
- To encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.
- To celebrate achievement and encourage a growth mind set.
- To use display and resources to positively impact on learning; through consolidation of previous learning and introducing new knowledge and vocabulary.
- To provide equal opportunities by encouraging all children to share their learning on displays and develop children's awareness of different cultures around the world.

Expectations on Display

- A high quality learning environment has a direct impact on the standards and attitudes of the pupils in our school.
- Initial stimulus displays should be in place before the children return to school in the new academic year.

These include:

- Key questions and key vocabulary related to topics / specific subject areas
- Posters with accompanying questions to stimulate the children's interest
- Table top displays of artefacts / books / resources linked to the curriculum
- Book corners set up / labelled and books attractively displayed (preferably with canopied area to demarcate the area from the rest of the classroom and lighting to add interest)
- As work is generated from the children this should be used to replace the majority of adult generated displays and resources
- Rights Respecting displays should be completed in each classroom (including a class charter and all children's photographs) and displayed in the first weeks of Autumn term.
- Corridor curriculum displays should be changed termly as a minimum. A timetable is given to staff so that these can be changed.

General corridor displays include: Maths, English, School Council, Writer of the Week, Star of the Week, Science and Vision and Values.

- When displays are changed, worn or faded backing should be replaced and recycled. Displays should be maintained to ensure that they do not become tatty or ragged.
- Learning should be attached with staples or blu tak where possible.

Displays should contain:

- Plain wall backing unless produced by children eg. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered.
- Borders made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- Use fabric to add interest to displays and to ensure quality presentation.
- A high percentage of display in classroom should be pupils' learning. Pupils' learning should significantly outweigh other display resources (although these can be very effective in consolidating / extending learning).
- At a practical level, refer to displays when teaching to make meaningful links with previous learning / new learning. Display is not intended as decoration – it celebrates achievement, gives a

wider audience to learning, reminds pupils of what they have learned / achieved, encourages higher standards through accessing the work of others and can enrich learning.

- Classroom displays should include: English (including grammar, spelling and punctuation), Maths (including key vocabulary and times tables Olympics), Topic and Rights Respecting.

All displays must have a selection of:

- A title

- Year group label

- Questions

- Reinforcement of key vocabulary

- Quality labelling, including children's names added to learning.

- Written work on display

- All learning must be mounted.

- Please ensure that work is trimmed and mounted evenly and intended straight edges are straight. Please use paper cutters provided. A border of 1cm is advised.