



Corbridge Church of England First School

ART POLICY

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

This policy applies to all staff, pupils and volunteers across Reception to Year 4. The Headteacher and Art Subject Leader are responsible for policy implementation and for ensuring staff receive appropriate training. Class teachers are responsible for daily implementation; support staff must follow agreed modelling when working with pupils. Governors (or the governing committee) will receive an annual report on Art standards as part of Art curriculum monitoring.

Intent

- Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose.
- It provides children with a unique way of perceiving themselves and expressing their understanding of the world around them, which is not taught in other areas of the curriculum and which is essential to basic education.

AIMS

- To provide children with opportunities to express themselves in emotional terms through their art experiences.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- To provide opportunities for studying historical, cultural and religious art.
- To involve children in experiencing and learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

SUBJECT CONTENT

The subject leader will maintain an Art curriculum map showing coverage and sequence across EYFS–Year 4. Each unit will include intended learning outcomes, vocabulary lists, links to prior learning and cross-curricular links. This map will be published for staff and governors and reviewed annually as part of the School Improvement Plan.

CURRICULUM ORGANISATION AT THE EARLY YEARS FOUNDATION STAGE

The focus of teaching Art and Design at the foundation stage is on giving children the opportunity to experiment freely with a variety of materials.

CURRICULUM ORGANISATION

KEY STAGE 1

- Explore the visual, tactile and sensory qualities of materials and processes.
- Use colour, shape, space, pattern, texture and a range of materials and processes to represent ideas and feelings.
- Respond to art, craft and design in the environment.

KEY STAGE 2

- Use visual and tactile elements, materials and processes to communicate what they see, feel and think.
- Improve their control of materials, tools and techniques.
- Look at art, craft and design from different times and cultures.

These opportunities are delivered through **cross-curricular topics** in EYFS, Key Stage 1 and 2.

ASSESSMENT AND RECORD KEEPING

Class teachers use ongoing observations and assessment for learning to monitor the progress and achievement of pupils and ensure they are appropriately challenged. Staff use the Unit Front Sheets, Artist and Progression documents when planning their unit of work so they can see and develop the progress made from the previous year. Progress is recorded using the Art KS1 and 2 assessment document and within EYFS using their progression document and the EYFS progress check statements for Expressive Art and Design.

Each class teacher follows a planning frame which includes development and understanding of Artists and techniques which is shown in sketchbooks. Each year group studies a different artist for each topic which links to topics or skills being taught. (See Artist and progression grid for EYFS, KS1/2). Skill and techniques are also progressive and outlined in the artist and progression grid to ensure progression throughout Key stage 1 and 2.

Each piece of work in the sketchbooks has a learning objective (can you), date and a title when appropriate.

Final Art pieces are used to assess understanding of a topic.

Children evaluate their own work and others work at the end of each unit. This may be verbally, scribed or in the form of written recording.

A traffic light system is used both by the teacher and children to assess levels of understanding of the learning objective.

All children from Year 1 – Year 4 create a pencil drawing of the same picture each year. These are collated to assess the progression in drawing skills and can be observed across 5 years to show progress.

Success in Art is acknowledged and celebrated through displays in classrooms and around school or within the School Art Gallery.

(See the display policy for guidelines.)

The Link Governor for Art will visit at least two-yearly and support this work.

HEALTH AND SAFETY

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices.

Teachers and children should be aware of potentially dangerous materials and tools in relation to their storage and use.

ROLE OF THE CO-ORDINATOR

Co-ordination

- Ensuring that the art policy is implemented consistently throughout the school.
- Establishing progression throughout the school.

Resources

- Organising resources to support the school art policy and schemes of work.
- Co-ordinating purchasing, organisation and distribution of resources.

Staff Development and Support

- Arranging in-service support.
- Providing advice and assistance to staff.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding in Art.

Where pupils have identified additional needs, class teachers and the SENCo will refer to the adapting and enabling documentation and make suitable adaptations.

This policy will be reviewed every two years by the Art Subject Leader and approved by the governing body. Annual monitoring outcomes will be reported to the Curriculum Committee and summarised in the Headteacher's report to governors.