

Introduction

At Eastwood Village Primary School we welcome children from all different backgrounds and are actively trying to create a community for all to learn and access equal opportunities. The teaching and learning of art is a vitally important part of our learning as it is a subject that can be accessed by all irrespective of language. Art education gives pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It stimulates creativity, imagination and inventiveness and is a fundamental means of personal expression. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Rational

Art and design is concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established

Aims and Objectives

- To provide children with the necessary vocabulary and environment to explore their own feelings and share their opinions of art.
- Provide a range of stimulating and creative opportunities which create a framework for success and enjoyment.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To produce creative work, exploring their ideas and recording their experiences.
- Encourage pupils to evaluate and review their work and that of others, both individually and in groups.
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages.

Teaching and Learning Style

Art and Design should be taught in the context of current themes in the classroom. The teaching of Art is linked with other National Curriculum subjects thus allowing a cross-curricular approach that combines complimentary knowledge and skills. It should possess tangible and evident cross-curricular links to other subjects.

Progression and continuity should be sustained by regular consolidation of previously taught skills and knowledge. The organisation of content in the scheme of work will allow all pupils to build on

previous experiences to ensure that progression in knowledge and skills can be achieved throughout the school. The acquisition of new skills will then be a smoother process.

Planning

LTP

Art skills should be planned for in concession with half termly themes and divided across key stages (KS1, LSK2 and UPSK2) to ensure a progression of skills is taught. This will also allow sufficient time is given to master key skills and ensure children are engaging with a variety of art forms, to explore values, attitudes, feelings and meanings. Each key stage will build upon key skills ensuring all children and young people experience the richness of a broad arts curriculum.

MTP

Art should be planned as a *blocked units of work* over a two-three week period in a half term allowing children to develop the ability to appreciate, create and make critical judgements about their artwork. *Time allocated may vary from week to week and term to term. Teachers may prefer to add addition lessons during theme lessons such as geography and history. This will need to be planned/reflected in the corresponding subjects plan.*

The suggested sequence for a unit of work is as follows:

1. Exploring a stimuli/us (painting, photograph, sculpture, specific artist etc.)
2. Experimenting with a media
3. Building a key skill
4. Build form and composition
5. Evaluate
6. Improve and master

Each sequence will include a variety of stimuli to be explored and displayed around the classroom, this will provide every child and young person with the opportunity to be inspired by the arts and achieve success through the arts. Evaluation is to be carried out both individually and across peers to encourage children to work independently and in teams, to share arts experiences and present their artworks to others.

Resources

Art resources are provided in class sets and are stored in the Art Cupboard on the ground floor so that all staff has access to them.

Assessment and Marking

The children's work will be differentiated by ability or by outcome and will be assessed by making informal judgments as we observe the children during lessons. Teachers should collect evidence of individual, group or class work for assessment purposes, chosen from the following formats:

- Pupils' annotated sketches / plans / drawings
- Photos of pupils 'at work'

- Photos of part or completely finished work (products)
- Children's own written / verbal evaluations of their tasks / activities
- Appraisal / evaluation of the finished article.

Peer and self-assessment will be strongly encouraged. Both are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Children will take an active role in their learning by evaluating their work and creating their own next steps for learning, using the lessons success criteria provided by the teacher. It is important that when this is done children are given the opportunity to amend/reproduce their work with the intent to improve.

Only where appropriate, children should be provided with written feedback from the teacher which allows them to focus on the next steps in their learning.

Display

It is vitally important that children achieve success through art and have the opportunity to share, and celebrate their work. Children should be allowed the opportunities to showcase and achieve a sense of ownership for their creations. Therefore, children's work is to be displayed collectively around school termly in themes, including but not limited to: samples of artwork, writing, photographs, children's thoughts, comments and evaluations.

All work should be presented with a clear title with simple coloured lettering with a colour border to match the theme presented (for example: water - blue border, jungle – green border etc.). Each piece of work should be double mounted with a simple black and white boarder. Wherever possible, displays should be enhanced with fabrics or contain a 3D element to enhance and stimulate children and families viewing them (**See Appendix One**). Each class team will be allocated a focus area around school to display their previous terms work.

SEND and EAL

Art will be taught in accordance with the schools policies. Pupils with Special Educational Needs receive support from their class teacher to undertake appropriate tasks / projects matched to their needs and ability.

All pupils will generally work in mixed ability groups, with individuals making a valued contribution to the overall process. This promotes self-reliance, self-esteem and a collaborative attitude.

Equal Opportunities

The Art and Design policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all Art and Design lessons. We recognise the fact that there are children of widely different abilities and backgrounds in classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Monitoring and Evaluating

Monitoring and evaluation is carried out on a number of levels to enhance the teaching and learning of Art in our school.

- Class teacher and TAs
- Head teacher
- External inspectors
- Art co-ordinator and Subject Leaders
- Governors

Monitoring may be through a range of methods including,

- Assessment of pupils' work and achievement
- Work analysis
- Planning analysis
- Learning walks
- Peer review
- Staff discussion and feedback

Adopted July 2019

Reviewed May 2021

Appendices

Appendix 1 – Examples of updated displays



Examples of how would should be presented:



Examples of how displays can be enhanced:

