

Art Policy 2021-2022



Art Curriculum Intent

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake, Children’s Laureate

Art is a vital and integral and valuable part of children’s education; providing them with opportunities to develop a range of ways in which they can express their creativity whilst learning about and making links with different types of art in our society.

At Lanesfield we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art to enable children to reach their full potential. Pupils are encouraged to develop their critical thinking and to establish a more thorough understanding of art and design through an immersive curriculum centred around the great artists. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. We believe art provides children with the opportunities to extend their skills through a variety of media and materials and we encourage pupils to be reflective and evaluate their work to make changes and improvements.

Overall Aims

At Lanesfield Primary School we aim to offer opportunities for children to:

- Foster an understanding and enjoyment of art, craft and design
- Learn about and emulate the work of the great artists in history
- Experience a broad and balanced range of art activities and show progression within these experiences
- Show development of ideas and their own skills through the use of a sketchbook
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- Develop use of a range of tools, media and processes to create
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- Provide opportunities for studying historical, cultural and religious art
- Through art, extend and enrich other curriculum areas

Art at Lanesfield

Art at Lanesfield enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children are encouraged to become involved in shaping their environments through art and design activities.

Teaching & Learning Strategies

We plan opportunities for:

- Children to work individually, in pairs or in larger groups
- Preliminary investigation work through the use of sketch books
- First-hand experience including off-site visits and visiting artists and specialists to give the children the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school and in classrooms

Curriculum and Planning

The Foundation Stage

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and to continue to learn about other great artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece. They learn how art and artists have an influence and impact on culture and the world around them.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Assessment

Assessment is a vital tool in the teaching of art, designed to monitor children's progress and measure attainment. It is also used to inform future planning by staff at this school or the child's next school.

Teachers are responsible for assessing and recording children's progress in art in Target Tracker.

Teachers assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. This data is recorded and assessed through Target Tracker. Termly Pupil Progress meetings are conducted with the HT to facilitate tracking and target setting and support the monitoring of children's progress.

At the end of the academic year, children's assessments are passed on to the next teacher and to the art Lead to identify areas for improvement.

The results, together with Teacher Assessment, inform Parent Consultation evenings and the end of year reports

Monitoring

- Monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art subject leader, the Headteacher and the class teacher.
- The main aspects of the art subject leader involve:
 - providing leadership and direction in art
 - ensuring the national curriculum is implemented effectively
 - working closely with staff, offering guidance, support, leadership and arranging in-service as appropriate
 - scrutinising books frequently, completing half termly health checks and providing whole staff or individual feedback when necessary.
 - scrutinising the results of termly / annual assessments throughout the school and providing feedback
 - analysis of KS1 and KS2 SAT results, pupil response, teacher assessments and other standardised assessments
 - managing, storing and updating resources, following a whole school audit
 - monitoring and evaluating the quality of teaching and learning throughout the school in art
 - monitoring pupil opinions and feedback yearly (pupil voice)
 - liaising with the governor responsible for art, other schools and the LA
 - coordinating the review and updating of the policy when necessary
 - ensuring the art Action Plan is implemented, monitored, evaluated and reviewed in line with the SIP and LA priorities
 - providing an Annual Subject Leader's Report in which areas for further development and the progress made towards the achievement of objectives are identified