



**Neatishead and Salhouse Federation**

# **Art Policy**

<b>To be reviewed annually</b>	<b>Neatishead &amp; Salhouse Federation Primary Schools</b>
<b>Last reviewed</b>	<b>Feb 2018</b>
<b>Due for review</b>	<b>Feb 2019</b>

## **Neatishead and Salhouse Federation**

### **Art Policy**

#### **1. Introduction:**

At Neatishead and Federation, the Art curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception classes and Fledglings.

#### **2. Values:**

Our Christian core values of respect, responsibility, perseverance, courage, compassion and trust are embedded in all we do.

We seek to share and enjoy our learning making it as much fun and as relevant as possible providing a joined up learning experience for children through an inspiring curriculum which takes account of children's interests.

Every child is valued as an individual; we aim to nurture enthusiastic, independent, resilient and confident children who will develop life-long learning skills.

We support the emotional, physical and cognitive development of every child in a nurturing environment adopting the THRIVE approach and encouraging them to be creative, unique, open-minded, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

#### **3. Aims:**

To ensure all pupils by the end of Key Stage 2:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **4. Pedagogy and Curriculum**

### **Early Years:**

Children will begin to develop an awareness of art through activities linked to 'Expressive Arts and Design' as outlined in the Early Years Foundation Stage Curriculum.

### **Key Stage 1:**

Pupils will be taught:

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

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught:

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

## **5. Assessment for Learning:**

### **Formative Assessment**

Formative assessment is a crucial element in children's learning. It is intrinsic to Assessment for Learning - the improving of learning through assessment.

Within art, teachers will:

- Set artistic learning goals for the children.
- Discuss these goals with the children so they understand what they are aiming for.

- Take the learning goals from the knowledge, skills and understanding laid out in the National Curriculum art guidance.
- Use open-ended, interesting artistic questions and scaffold their learning to help them succeed.
- Give frequent feedback to children about how they are doing and how they can improve.
- Actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own performance.
- Use on-going informal assessment (based on observation; discussion; questioning; written and creative work) to adjust teaching and progress the children's learning.
- Notice that speaking and listening are central to formative assessment.

## Summative Assessment

Pupils are assessed at the end of KS1 and KS2 against the following criteria:

<b>KS1 criteria:</b>
Uses a range of materials creatively for a purpose
Can draw, paint and sculpt to express ideas, experience and imagination
Knows and applies a range of artistic techniques
Discusses the similarities and differences between artists and makes links to their own work

<b>KS2 Criteria</b>
Has created a sketch book to record, review and revisit ideas
Shows a mastery of a range of artistic techniques
Can comment with insight about the work of artists, designers and architects
Uses subject specific vocabulary to communicate their knowledge and understanding

## Progression

Pupils across all years complete an identical activity annually. Teachers analyse pupils' responses looking for evidence of progression across year groups and using analysis to inform planning. (This approach to evidencing progression will be adopted at Neatishead during 2017-2018 and at Salhouse 2018-2019)

## 6. Environments for Learning:

Creative ways will be found to enhance school spaces to support the teaching and learning of art. The library will be appropriately resourced. Visits, visitors and resources will be used to support pupils develop techniques, including their control of different materials, with creativity and experimentation. Cross curricular themes will be used to support the teaching and learning of art.

## **7. Pupil and Family Support:**

### **Inclusion**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning. Our geography curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

### **Home Learning**

Regular 'Parent Plans' are shared with parents and carers by each class teacher with guidance on home learning activities which will support learning.

### **Reporting**

Regular Structured Conversations/Parents' Consultations are scheduled when pupils' progress and attainment are discussed and targets set. A formal written report is issued at the end of the academic year.

### **Health and safety**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

## **8. Roles and Responsibilities:**

### **Leading**

The teaching team in each school work collaboratively to lead and develop the art curriculum.

### **Monitoring**

The headteacher, senior leadership team and governors monitor the effectiveness of the art curriculum.