

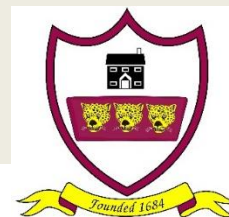
ART POLICY

“Art washes away from the soul the dust of everyday life.”
Pablo Picasso

“I enjoy art the most as it rests
my mind.”

Year 5 pupil – March 2019

Aims of the Art Curriculum



A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses of their own work and that of others. They should know how art and design both reflect and shape our history.

The national curriculum for art and design aims to ensure that all pupils:

- *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.*

More Able Learners in Art

HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every Art lesson. Children will be encouraged to 'aim high' and be the best they can be. They will also be encouraged to be resilient.

Children may also be challenged in the following ways:

- Plan effective, art lessons that challenge your most able learners
- Devise extension activities that combine both breadth and depth
- Develop personal learning and thinking skills
- Support able learners through classroom talk and questioning
- Set high expectations and monitor progress through effective assessment
- Enrich learning outside the classroom with some engaging and practical ideas



Outdoor Art

What we intend to do

At Brabin's Endowed Primary School we recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We encourage children to explore ideas and meanings through the work of a range of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims of art and design at Brabin's Endowed Primary School:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

We intend for the children to access a broad and balanced curriculum with an emphasis put on the progression of skills and knowledge.

Non-Negotiables in Art

- **Respect the work of other artists and peers.**
- **Handle tools and equipment safely and with good control.**
- **Ensure materials are used appropriately and not wasted.**

All children will...

- Access a large range of media and materials
- Visit an art gallery before they leave school (Brabin's Entitlement Curriculum)
- Develop a sketchbook, building on skills from previous years
- Work individually, in pairs and in larger groups
- Show an appreciation for their own work and the work of others
- Produce artwork to support the local community
- Experience awe and wonder when celebrating great pieces of artwork
- Be exposed to a wide range of great artists and craftspeople
- Create pieces of art both indoors and outdoors
- Develop their art vocabulary

Reception Printing – January 2025



Sketchbook images



Making Clay Christmas Decorations

Supporting Learners in Art

Learning in Art is carefully planned to include all learners. Learning may be differentiated by outcome, by support, by task or by resources. We believe that all pupils have an equal entitlement to quality learning experiences. Through the art curriculum there will opportunities to promote an awareness and appreciation of a wide range of cultures. All children will be encouraged and supported to reach their full potential. Every pupil's work will be valued and displayed appropriately at some time.

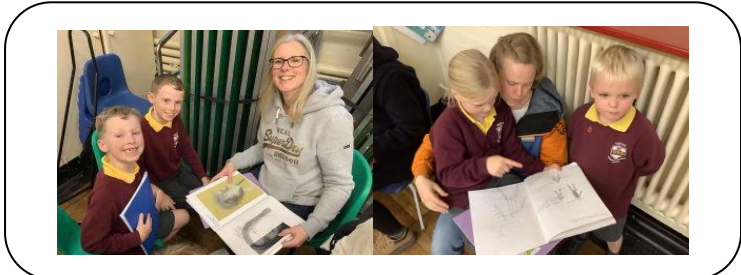


Whole School Display



PARENTAL INVOLVEMENT

Opportunities are taken to ensure that parents are engaged in their child's learning in art. They are informed of the topics and key skills in art via the school website. Parents are invited into school termly for 'Class Showcases' where the children are given the opportunity to share their sketchbooks with their parents and discuss their learning. The children also produce work for the local community that is displayed publicly.



Implementation


What Art will look like

At Brabin's Endowed Primary School, we value art and design as an important part of the children's entitlement to a broad and balanced curriculum. Art and design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum.

We ensure that art and design is seen as important, as we feel this enables all children to gain 'real-life' experiences. We make use of our outdoor environment to provide opportunities for the children to create artwork outdoors and feel a sense of awe and wonder.

The art and design curriculum at Brabin's provides a broad framework and outlines the knowledge and skills to be taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

		Art and Design Curriculum Overview				
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Self Portraits Drawing and Painting			Local Landscapes Printing	Active Human Figure Clay	
Year 3/4	Still Life Drawing and Painting		Printing			Local Architecture Digital Media
Year 5/6	Clay Pots		Seascapes Abstract Textured Paintings		Space Printing	
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Penguins Digital Art				Leaf Art Collage	The Seaside Textiles
Year 3/4	Natural Art Sculpture			Collage	The Natural World Textiles	
Year 5/6	Tessellating Shapes Digital Media		Animal Camouflage Collage		Silk Painting Textiles	

Subject Organisation and Implementation at Brabin's

Art is taught following the National Curriculum for Art Programmes of Study for Key Stages 1 and 2, National Curriculum 2014. Due to our mixed age setting, the scheme of work runs on a two year cycle.

Art is allocated approximately 1 – 1.5 hours per week and is taught every other half-term. This allows for three topics per year.

A sequence of learning has been devised covering six of the main areas within art: digital media, painting, printing, textiles, 3D and collage. The scheme of work has been created to support work in other curriculum areas where appropriate, however, the main focus will be on the development of art skills and techniques. The children will cover 3 media per year with every unit being underpinned by developing drawing and designing skills.



KS1 Book Illustration Club led by Year 6 Pupils

Professional Development in Art

At Brabin's, we intend to keep the subject of Art relevant and up to date and reflective of pedagogical research. To do this, we invest in Continued Professional Development in Art for the subject lead and other staff when necessary. The subject leader has membership to AccessArt.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN ART

Spiritual	Moral	Social	Cultural
In Art, the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Pupils understand that this standard of work does not happen immediately but requires endurance.	The Art Policy has clear guidelines to which pupils adhere. They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief. Displays around the school and in classrooms show a variety of different artwork from age groups and abilities. This promotes children to be positive about their work and increases self-esteem.	Art and design frequently require all pupils to work in pairs, groups or teams. Pupils often work collaboratively requiring cooperation and communication. There are also social aspects in art from visiting various places such as art galleries to providing artwork to support the local community. For example, Chipping Steam Fair, Chipping Show and Christmas Fair	All units of work link with contextual themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture. All key stages ensure that Art is taught as part of a topic and alongside other subjects to gain a greater understanding of different cultures.

CULTURAL CAPITAL

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

A key aim of cultural capital is to expose children to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development. As part of the Brabin's Entitlement Curriculum the children will have the opportunity to visit art galleries and museums.

In art, pupils learn about a range of well-known artists and study their work and their lives. In addition, they contribute work to a number of local and national art competitions and projects that allow children to develop their art skills for different audiences and purposes.

DEVELOPING BRITISH VALUES WITHIN THE ART CURRICULUM

Democracy

Take into account the views of others in shared activities.

The Rule of Law

Undertake safe practices, following class rules during projects and activities for the benefit of all.

Understand the consequences if rules are not followed.

Individual Liberty

Work within boundaries to make safe choices in art and design.

Make own choices within art and design projects.

Tolerance of those with different faiths and beliefs.

Experience and talk about art and design work from different cultures and religious beliefs.

Use art and design pieces to learn about different faiths and cultures around the world.

Mutual Respect

To behave appropriately allowing all participants the opportunity to work effectively.

Review each other's work respectfully.

Work together on projects, help and advice others.

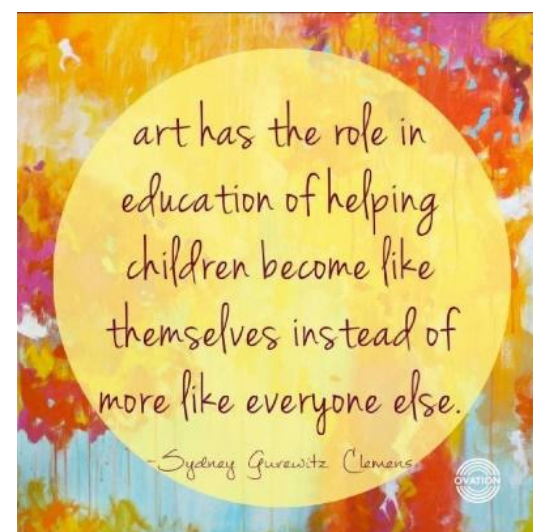
Experience different festivals, traditions and celebrations through art and design.

WELLBEING AND MENTAL HEALTH

"In order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy" Department of Education, 2014

At Brabin's we recognise the role the arts can play in developing a child's mental health and wellbeing.

The arts can inspire and motivate children's creativity – allowing them to find their voice and open up their imagination – as well as give them a space to explore challenging themes more openly outside of the classroom environment. It can also build skills such as confidence, resilience and self-esteem.



ART IN THE EARLY YEARS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for art are taken from the following areas of learning.

- *Expressive Arts and Design
- *Physical Development

Art plays a role in supporting the children's fine motor skills which is an important part of their physical development. **Physical Development** is one of three prime areas of learning.

Children at the expected level of development at the end of Reception will:

- *Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.
- *Use a range of small tools, including scissors, paintbrushes and cutlery
- *Begin to show accuracy and care when drawing

Expressive Arts and Design is one of four specific areas of the Early Years Foundation Stage. It is split into two areas:

- *Creating with Materials
- *Being Imaginative and Expressive

Children at the expected level of development at the end of Reception will:

- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- *Share their creations, explaining the process they have used

This should develop a child's imagination, creativity and their ability to use media and materials. Children do this in a range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

We provide a rich environment in which we encourage and value creativity. Through continuous provision children have access to a wide range of materials, which they can choose independently. Children are engaged in a wide range of activities, and their responses involve the various senses.

ASSESSMENT

We assess the children's work in art and design while observing them during lessons. At the end of each unit of work we make a judgement of their attainment. (3 times a year.) The teacher records the achievement of every child, and then uses this information to plan future work and next steps. This method of recording also enables the teacher to make an annual assessment of progress for each child. The information is passed on to the art subject leader.

In order to have validated accurate judgements, a core task for each unit has been planned. These subject specific tasks will assess the key skills/knowledge in a variety of ways. These core tasks will support teacher judgements regarding pupil progress and attainment.

Children are encouraged to assess and evaluate both their own work, the work of other pupils and the work of selected artists. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

MONITORING

The Art subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. This will be carried out through:

- Lesson Observation
- Curriculum Reviews
- Enhanced Learning Walks
- Sketchbook Scrutiny
- Pupil Voice
- Data analysis

IMPACT

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school. The Art curriculum contributes to children's personal development in creativity, independence, judgement and self-reflection.