

Longmoor Primary School

Art Policy 2024 - 2026



Adopted by Governors

Chair of Governors Signature: <i>J.Wright</i>	Date: 24 th March, 2024
Chair of Governors Signature: <i>J.Wright</i>	Date: 30 th September, 2021
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Chair of Governors Signature: <i>J.Wright</i>	Date: 30 th January, 2019

LONGMOOR PRIMARY SCHOOL

ART POLICY - January 2024

Intent

At Longmoor Primary School we are committed to providing all children with learning opportunities to engage in art and design, and for every child to reach their full artistic, creative potential.

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge that is necessary for them to express their responses to ideas and experiences in a visual or tactile form. It ignites their imagination and is a fundamental method of personal expression.

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 to their own work and that of others.

Aims

The aims of Art and Design are:

- To enable all children to have access to a varied range of high quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all children
- To create an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To help children explore the world at first hand, using all their senses and experimentation, to gain new knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture and pattern in compositions
- To progress children's ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art to become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences creatively
- To develop children's personal design capability
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Curriculum

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

Early Years

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of construction tasks, collage, painting and drawing activities, while using appropriate tools and art materials. In order to pursue their artistic potential, the children will be encouraged to develop their own creative ideas. Children in the Early Years will develop their "Expressive Arts and Design" skills through a cross curricular approach by following guidance within "Developmental Matters" issued to all schools.

Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, specifically including natural and manufactured objects and materials familiar to them and within the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to express and represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'
- Children will be taught the skills to evaluate both their own work and the work of others by identifying strengths and also areas for future development or improvement.
- Children receive and develop their own, handmade sketchbook and use it as a record of their creativity across the curriculum.

Key Stage 2

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their prior knowledge, skills and understanding of materials and processes, through providing more complex activities. Pupils are taught to develop their techniques further, including their fine motor control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- Pupils are taught to create sketch books to record their observations and use them to review and revisit existing ideas and creations.
- Children aim 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]
- Pupils are exposed to the work and life of great artists, architects and designers in history.
- Children are asked to evaluate and critique the work they have created and the work created by others using the key terminology linked to the topic they are working on.

Implementation

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. At Longmoor Primary

School, we use a progression of key skills in Key Stage 1 and Key Stage 2 to ensure teaching and learning is progressive, consistent and challenging for every pupil.

We ensure that the act of investigating and making includes exploring and developing ideas and creating and evaluating work. As these are critical to working towards this overarching aim, these skills are taught within every lesson. We do this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, as well as the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials, media and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing artistic ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the capabilities of the child. We achieve this through a range of strategies, including differentiation (by task, resources and support materials), extension challenges to develop greater depth learning, higher order questioning and/or support from peers or adults.

At Longmoor Primary Primary School art is taught using Kapow, a whole school resource which is used in the majority of art lessons. We also incorporate a topic-based approach to Art and Design through our wider curriculum, including Design & Technology, History and Geography and Science teaching. This includes Wow days, topic hook lessons and also specific topic-based art lessons. Our curriculum is carefully planned to engage and excite all our learners. Using this resource allows all children to see progression in key artistic skills through the carefully planned sequential and structured learning journey. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term and phase.

Impact

Our art and design curriculum is designed to allow children to be involved in the evaluation, dialogue and decision making about the quality of their compositions and creations and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will know facts and key information while also being able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve their personal artistic style and skills.

The expected impact of our art and design curriculum at Longmoor is that children will:

- Produce creative work, exploring and recording all ideas and experiences.*
- Be proficient in drawing, painting, sculpture and other art and design techniques.*
- Evaluate and analyse creative works using subject-specific language.*
- Know about great artists and the historical and cultural significance of their art.*

- Meet the end of key stage expectations outlined in the National curriculum for art and design.

Monitoring

Children are monitored on a regular basis to check progress. A range of Assessment for Learning strategies are used, for example peer marking (the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught), composition evaluation, self-assessments, achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Each child in school has an art sketchbook which serves as a learning journey and record of achievement and progress in Art and Design. Children in Key Stage 1 begin their own personal sketchbook, which is passed up throughout their school life, enabling them to look back on their entire art and design development at Longmoor. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations. The art coordinator will carry out sketchbook and planning scrutinies throughout the year and verbal and written feedback is given to teachers.

At Longmoor Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. The Progression of Key Skills document is also used to assess achievement in relation to year group expectations. Children also complete end of unit quizzes to demonstrate their learning. Children are assessed as working towards, meeting or exceeding year group expectations by the class teacher.

Roles and Responsibilities

The subject is led by the coordinator and each year time is set aside to review standards and monitor curriculum provision with other members of staff. This ensures training and resources are up to date through monitoring and staff communications.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with peers in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. This helps them to develop a mutual respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to communicate and work with each other and with adults, thus developing a deeper understanding. They also develop an understanding of different times and cultures through developing their knowledge on artists, designers and craftspeople.

At Longmoor, we use art therapy concepts as a tool to develop and support the social and emotional well-being of all pupils.

Resources

There are a wide range of resources to support the teaching of art and design across the school. All year groups have a range of basic resources they can keep in their classroom; a wider range of resources are kept centrally for communal use. Visits are planned to enhance enjoyment and variety in learning opportunities through hands-on experiences. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children. These might be parents, grandparents, other family members or representatives of the local community.

Updated 10.1.2024 by A.Wright