

Art Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. Art Curriculum Intent

1.1 Aims of this Policy

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of Art. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Curriculum Map and the Vocabulary Map for Art

Our Art policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

1.2. A.S.K and Our Art Curriculum

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in Art, we provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym **A.S.K (Attitude, Knowledge and Spirit)**.

Art provides opportunities to promote the following:

Spiritual development: Through helping pupils to recognise their own creativity and the creativity of others.

Moral development: Through helping pupils to reflect on how Art affects the environment, so that they can make informed choices when planning and creating, and to reflect on ethical and moral issues relating to art.

Social development: Through helping pupils to recognise the need to consider the views of others when discussing creative ideas, and by working on collaborative projects, making the most of different strengths and interests within a team.

Cultural development: Through exploring Art's contribution to the quality of life within different cultures, and through valuing and reflecting on the responses of people from other cultures towards Art.

1.3. Intent of Our Art Curriculum

The Art curriculum aims to engage, inspire and challenge pupils whilst at the same time equipping them with the knowledge and skills needed to experiment and create their own artwork. The Art curriculum develops these skills and knowledge as the children progress through the phases but will also enable the children to recognise how Art reflects our history and contributes to our culture. The children will have many opportunities to produce their own creative work and work with a range of media and materials as they are given opportunities to become proficient in drawing, painting, design and sculpture. Throughout this process the

children will be reflecting on the work of many influential and talented artists and designers whose work reflects our diverse society.

Our aims are also underpinned by the National Curriculum aims, which state:

Art 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 the great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

1.4. Art Curriculum Organisation

How the Art curriculum is organised

- > The curriculum for Art is specifically designed for children to build on prior knowledge and skills. Due to the inter-related elements of Art, as well as our mixed age-classes, it is designed in an upward spiral, so children revisit themes, topics, knowledge or skills much more regularly than in other subjects, but continue to increase the difficulty and complexity each time they meet it.
- > Curriculum mapping for Art is split into 6 themes. These themes are:
 - Responding to art and artists
 - Understanding and using colour
 - Drawing
 - Painting
 - Creating 3D art/sculpture
 - Using materials to make texture and pattern (printing and collage).
- > The art curriculum has six strands. Three strands should be taught each year and the strands may be taught in any order within a phase. This allows sufficient time to cover the statutory content of Art along with enrichment opportunities.
- > Whilst the Nursery and Reception cover the Statutory EYFS Framework, mapping for Art makes clear the foundations that are to be laid in this vital stage. Where possible, these link to the Seven Areas of Learning and Development.

2. Art Implementation

2.1. Planning

Planning for each unit of work is done on the school's agreed format for Medium Term Planning. This planning format makes explicit the links between prior and subsequent learning, sets out the pedagogical approach, makes clear how learning will be differentiated, and the vocabulary to be secured.

EYFS use a different planning format due to the inter-related nature of their curriculum, but this planning makes clear the Art objectives for easy monitoring.

Planning is shared across the phase so that children access the same learning, and teachers share the planning workload.

Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

Art resources are kept in the Art room at the back of the staffroom. The Art lead is responsible for auditing these resources and resources are ordered as part of the annual order but specific resources can be requested as and when these are needed. A sheet is in the art room and staff can add resources needed to this list.

2.3. Teaching and Learning

The skills and knowledge taught will be built upon and scaffolded throughout the different phases. The sessions will be practical and allow children to explore their individual creativity whilst at the same time enabling children to refine their skills. The children will produce their own work using drawing, painting, sculpting and by using materials to make texture and pattern. The children will also explore art and design through history and in different cultures as they respond to a range of art and artists.

Where possible, we will make links with local artists and designers to provide specialist input or enrichment opportunities for children.

2.4. Inclusion

Teachers set high expectations in Art for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study Art, wherever possible, and ensure that there are no barriers to every pupil achieving. The Art curriculum is mapped so that learning steps can be broken down to match a child's cognitive stage, however, as some topics in a strand can vary in theme (e.g., the Responding to Art and Artists strand covers topics such as 'how art inspires their own work' – phase 1- to 'understanding significant art movements over the last century' – phase 3), we will use our expertise and knowledge of the child to plan accordingly. There are different ways we may do this, depending on the needs of the child.

It might be most appropriate to break the composite learning aim into smaller steps. An example is the Year 3/4 aim to '*be able to identify some art from other cultures: aboriginal art, African art (Ndebele), Chinese (danqing)*' could be broken down so that children are expected to recognise and talk about *one type of art from another culture such as Ndebele*.

It might be more suitable to track back through the strand to find an appropriate aim for children to work on. Using the example from the Year 3/4 **Colour** strand to '*become familiar with a twelve-piece colour wheel to gain a greater range of colour temperature when mixing*', teachers may select aims from a previous phase, which although are under a different 'topic', can be adapted to fit in with the current class topic. For example, '*be*

familiar with the term secondary colours and name – orange/purple/green’ from the Y1/2 Colour topic could easily be applied to fit in with the learning in Y3/4.

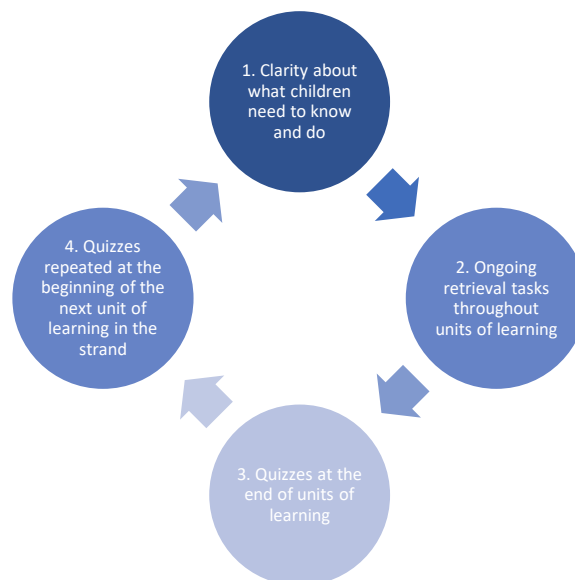
Where there are physical barriers, such as visual or motor difficulties, appropriate adaptations will be made to ensure children can access the learning. Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. Art lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

2.5. Assessment and Recording

In order to check that children are progressing in Art, (that they know more, can do more, and remember more), and that our teaching and learning is matched well to the children’s needs, we continually employ a range of formative and summative assessment strategies.



Clarity for teachers and children about what they need to know and do, supports learning, and makes criteria for assessment clear. Our curriculum maps provide clear composite and component knowledge and skills to underpin this.

Ongoing retrieval tasks are completed throughout a unit of learning which support children to move learning into their long-term memories. These tasks also help teachers to spot gaps in learning, address misconceptions, and adapt their teaching accordingly.

Summative quizzes at the end of a unit of learning help teachers to check on learning of composite knowledge. We know that assessment close to the point of learning can be misleading, so we repeat these quizzes at the beginning of the next unit of learning in the strand. This not only allows teachers to check that learning has been secured (at some distance from the point of learning) but supports children to retrieve knowledge/mental models in preparation for subsequent learning.

The nature of Art means that significant assessment judgments will be made through teachers' observations and will be based on the work children create and the skills, techniques that they apply, and their explanations of their reasoning/their intent.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for Art
- > Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in Art
- > The school implements the relevant statutory assessment arrangements

2.6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of Art, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching Art is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of Art
- > They manage requests to withdraw children from Art where appropriate
- > The school's procedures for assessment of Art meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 Subject Lead for Art

The Art leader will:

- > Be the advocate for Art in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in Art and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of Art and use to inform action planning and subject development

- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor to appropriate storage and responsible use of stock
- > Co-ordinate any display of Art work.
- > Ensure the subject leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

Ensure that the Art curriculum is implemented in accordance with this policy

Engage actively with professional development and feedback in Art in order to improve teaching and learning

3. Impact

3.1 Expectations

Key stage 1

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

- > 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.
- > create sketch books to record their observations and use them to review and revisit ideas
- > improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials
- > learn about great artists, architects and designers in history

3.2 Monitoring and [CG1] Evaluation

The subject leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the Art action plan.

3.3 Methods of Monitoring

Methods of monitoring Art may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks
- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents
- > Looking at books or recorded work

3.4 Purpose of Monitoring

The purpose of monitoring is so that subject leaders, SLT and Governors can answer the following questions:

- > What are the standards in Art across the school?
- > Does the Art curriculum meet our statutory requirements?
- > Does the Art curriculum keep up-to-date with local and national changes?
- > Is the Art curriculum effectively organised and applied for our context?
- > Is the Art curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement Art effectively?
- > What is the current picture in Art? What enhances provision? What are the barriers?
- > What are the development priorities for Art?
- > Is assessment in Art effective? How do we know?
- > What are the priorities for staff development?
- > Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

Subject leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- > Meetings with subject link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and Rachel Jackson (subject leader) on 30th October 2022.

It will be reviewed by the subject leader and approved by the Governing Body every three years, or sooner if required.