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St. Laurence C.E. Primary School

Art Policy 2023



This policy outlines the teaching, organisation and management of the Art taught and learnt at St. Laurence's C. E. primary school. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

Curriculum Statement

Intent

At St Laurence's Primary School, we value art as an important part of children's entitlement to a broad and balanced curriculum and it is our intent to offer high-quality art lessons that inspire and challenge. The art curriculum at St Laurence's is a knowledge rich curriculum. Knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Our principal aim is to ensure that children flourish individually and develop the skills and knowledge to enable them to create their own works of art that express their individual ideas, interests and thoughts. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

At the core of all we do are our three main values: creativity, trust and wisdom.

Art is an ideal subject to enable our pupils to express their creativity. Using a range of media and material, pupils will learn the skills of drawing, painting, printing, collage, textiles and 3D form; giving them the opportunity to explore, assess and evaluate a wide variety of creative ideas. We encourage children to communicate what they see, feel and think through the use of colour, texture, form and pattern using different materials and processes.

Pupils will develop trust in their own ability to apply new skills by being encouraged to experiment creatively, taking risks in their work to achieve the most effective outcome; and to show respect for the creative outcomes of other pupils. Pupils are expected to reflect, critique and evaluate their own and others' work, thinking about how they can make changes in order to continuously improve.

Pupils will develop wisdom as they learn about the role of art, exploring the impact it has had on contemporary life as well as on different periods and cultures. Through art, we seek to inspire in children a curiosity and fascination about art around the world which will remain with them for the rest of their lives and also promote an understanding of diversity through their art lessons.

Implementation

At St Laurence's, we use a variety of teaching and learning styles to deliver art and design lessons. Each year group completes at least one art topic a term which is taught through either a weekly lesson or in a block. Units of work in the curriculum focus on the different substantive concepts in art and different types of art. In this context substantive concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, collage or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical

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periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting). The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles and printmaking) introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art. The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2.

Disciplinary Concepts

Disciplinary concepts define how someone successfully uses their knowledge of principles, theories and processes to improve their understanding of their chosen subject. In order to make this clear for pupils, we describe disciplinary concepts as "Being an Artist..." and in our curriculum, they are defined as:

- Mastering Techniques
- Evaluate and analyse
- History of Art

Substantive Concepts

Substantive concepts are concepts that repeatedly appear in subject areas and pupils deepen their understanding of over time. In art, our substantive concepts are the six different elements of art:

- Line
- Shape
- Colour
- Tone
- Form
- Space
- Texture

For each unit of work, pupils are given vocabulary lists of substantive concepts and substantive knowledge. The substantive concepts will reappear in these lists with the expectation that pupils will deepen their understanding over time. The words pertaining to substantive knowledge will usually be new learning.

Each lesson, or where appropriate, starts with a prior learning review/retrieval activity, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary (e.g., looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply new words.

Sketchbooks and Art Displays

The outcomes of children's work are recorded in sketch books and displayed in classrooms and around school. Sketchbooks are issued to children in Year 1 and then continue with each child as they journey through the school. Evidence of the children's study will be recorded in their sketchbooks which will include examples of the skills and processes they have practised, their finished work, or photographs of the work they produce, written reflections on the work of other artists/designers/architects, as well as the children's written reflections on their own work.

Children also produce large scale artwork using a wide range of materials and resources. Opportunities for children's learning is further enhanced with planned whole school art projects throughout the year where the children work

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collaboratively within year groups to explore different artists, styles and techniques in order to produce a large-scale piece of art work to be displayed in the school hall. At St Laurence's, in accordance with the National Curriculum's expectations, we provide a range of extra-curricular activities for art, with after school clubs in both KS1 and KS2.

EYFS

In the Early Years, pupils explore art themes and content through the Expressive Arts and Design strand of the EYFS curriculum. We follow the Development Matters Early Years Curriculum which supports children in acquiring a succession of stepping stones that will enable them to achieve their Early Learning Goals. The children have the opportunity to use a wide variety of art resources in their learning such as paints, pastels and pencils, which support their mark-marking and fine motor skills.

Impact

Our art curriculum is high quality and evidenced throughout the school environment demonstrating children's acquisition of key knowledge, skills and techniques. As they advance through the school, pupils develop a deep knowledge, understanding and appreciation of art and the work of great artists. They increase their confidence in using a range of materials, tools and art mediums. Pupils are keen to learn new skills, work hard and perfect their repertoire of skills to be the best that they can be. Children gain an appreciation of how art can help them to express themselves and help them to control their emotions. Children are able to apply their art skills to cross-curricular subjects. They use art to develop a sense of the diverse world in which they live and understand how cultures can be connected through art. Children achieve age related expectations in art at the end of their cohort year and retain knowledge about their focus artists for each unit of work.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At St Laurence's, we use summative and formative assessment to determine children's understanding of key knowledge and skills.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Provide effective feedback, including interactive marking, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Moderation of the work being produced: videos, audio recordings, live performances and any composition or research too.
- Use of specific and measurable learning questions for each lesson which children and teacher's review against the agreed success criteria.
- Each child's attainment and progress in Art is formally reported to parents at the end of the school year in the end of year report.
- Each unit of work will have assessment opportunities, which should assess against the disciplinary concepts, substantive vocabulary list and link to the national curriculum
- In the Early Years, children are assessed according to the Development Matters attainment targets and at the end of the Foundation years against the Early Learning Goals.

Cross- curricular links

At St. Laurence's, cross-curricular art links include:

- Using mathematical ideas of shape and space. For example, creating visual representations of patterns and sequences, repeating patterns when printing and in creative ways such as mosaics, symmetrical designs and tessellating shapes.
- Enabling pupils to look at an artist's work and describe the mood of the piece of artwork and how the work makes them feel in English lessons.

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- Developing art and design skills that show form and perspective when accurately drawing 2D shapes and 3D shapes in Design and Technology.
- Sketching geographical locations to support children's work on landscape painting in Geography.
- Children will build up their knowledge of the history of art through their studies of artists, different artistic movements, historical periods and geographical cultures.
- Enabling spiritual development through Religious Education, using art as a medium to express emotions as well as creating pieces of art to celebrate the festivals of different cultures and religions.
- Inspiring pupils to create compositions in Music.
- Developing digital skills through ICT topics.
- Exploring concepts of who they are and how they feel in order to express themselves, explore their emotions and their own individual uniqueness in PSHE.

SMSC Development

Spiritual education in art inspires awe, wonder and excitement at the beauty of art and provides children with the opportunity to communicate their ideas, meanings and feelings through art. Moral education in art provides opportunities for children to empathise with different cultures, faiths and ethnic backgrounds and consider how artists represent moral issues through their work. Social education in art is developed as children collaborate to create pieces of work together ensuring that they respect each other's ideas and opinions when talking about pieces of art. Cultural education in art involves reflecting on the ways in which cultures are represented in art, understanding the ideas behind the art in different cultural contexts

Role of the subject leader.

The subject leader's responsibilities are:

- To ensure a high profile of the subject;
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To model the teaching of Art
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To lead further improvement and development of the subject as informed by effective subject overview
- To ensure that the art curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Equal Opportunities

At St Laurence's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Gifted and Talented

At St. Laurence's each teacher will liaise with the gifted and talented co-ordinator to ensure individual children's needs are met and that appropriate targets are set and reviewed regularly. Class teachers are mindful of the extra needs of gifted and talented children, different questioning techniques and activities to allow further progression and challenge.

Inclusion

All pupils are entitled to access the Art curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted, to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of

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additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum in Art. The subject leader will ensure that the Governing Board is kept up to date with the actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors throughout the year and the governors meet with subject leads and provide link governor reports to the governing board annually.