



# St. Laurence C.E. Primary School

## Art Policy 2021

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

#### Vision

At St Laurence's Primary School, we value art as an important part of pupils' entitlement to a broad and balanced curriculum and it is our intent to offer high-quality art lessons that inspire and challenge. 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. 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. To develop their knowledge, children will be introduced to a range of works from famous artists and will be exposed to the different styles the artists use.

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, 3D design and digital media; giving them the opportunity to explore, assess and evaluate a wide variety of creative ideas.

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 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. Pupils are expected to reflect, critique and evaluate their work, thinking about how they can make changes in order to continuously improve.

#### 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. Teachers have identified the key knowledge and skills for each topic and consideration has been given to ensure progression across topics so that children can achieve a deep understanding of art as they journey through the school. Over each Key Stage (KS1, Lower KS2, Upper KS2) all of the seven key areas (drawing, painting, printing, collage, textiles, 3D design and digital media) are taught.

At St Laurence's, we ensure that the act of investigating and creating includes exploring and developing ideas, as well as evaluating work. We do this through a mixture of whole-class teaching and individual or

group activities. We give children the opportunity to work by themselves and in collaboration with others. Outcomes are recorded in sketch books and displayed in classrooms and around school. Sketchbooks are issued to pupils in Year 1 and then continue with each pupil as they journey through the school in order to document progression of skills. 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 collaboratively within year groups to explore different 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.

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-making 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; in line with the *school's underlying ethos for children to gain confidence in articulating their knowledge and expressing themselves clearly.*
- 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.
- 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.
- 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.
- In History, sketching historical artefacts
- 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 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.