



Discovery Primary School Art policy

Aims and Objectives

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.

Teaching:

The teaching of art at Discovery Primary School encompasses each of the aims of the 2014 National Curriculum for art, wherein:

By the end of KS1 pupil should be able to:

- 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
- know 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.

By the end of KS2 pupils should be able to:

- 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
- know about great artists, architects and designers in history

Equal Opportunities:

Discovery Primary School is committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Discovery Primary School actively promotes British Values and supports the Prevent duty throughout its teaching and learning, inclusive of this policy.

Art curriculum planning:

Discovery Primary School uses the Edison scheme of work for our Art planning, which addresses all of the recommendations from the 2014 National Curriculum. We adapt this to suit our aims for Equal Opportunities, ensuring that all children have access to the art curriculum.

Our curriculum planning follows a three-phase model; long-term, medium term and short term planning. Long term plans are provided by our art curriculum overview, which ensures coverage of all areas of the art curriculum throughout KS1 and KS2 and ensures that learning is progressive and based on pupils' prior learning. The Edison scheme of work is used for medium term planning, upon which teachers base their weekly, short-term plans. Weekly plans provide detailed information for each lesson, including learning objectives and success criteria, to ensure continued progression of skills. Plans are tailored and differentiated to suit the needs of all learners, including those with Special Educational Needs and those who are identified as Gifted and Talented. These plans are reviewed by the subject leader on a regular basis, as well as in discussion with class teachers.

The Foundation Stage

We relate the creative development of the children to the objectives set out in the Early Years Outcomes and follow the Statutory Early Years framework which underpin the curriculum planning for children from birth to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Assessment for learning:

Teachers maintain records of pupil progress using photographs, work in books and questioning to inform assessment. Any homework based topic work done during the holidays can also be used to as a method of assessing the children. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage (as outlined in the aims). A cross-section of work, from throughout the school will be placed in the art portfolio to highlight progress across all year groups.

Art and Inclusion :

At our school we teach art to all children, whatever their ability and individual needs Art forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Art teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

For further details see separate policies.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning art. Where children are to participate in activities outside the classroom, for example in a Art festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources:

A central store of art resources is provided for the teaching of art and this is maintained by the subject leader.

All year groups are equipped with brushes, paint and a small supply of paper and have access to the Edison scheme of work to support learning. The main store provides a large collection of paper supplies, which are located in the KS2 photocopy room. The resource store is periodically refreshed to suit the changing needs of pupils' learning. If anyone has any specific resource needs, please contact the subject leader

Monitoring and review

The art subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving an annual summary report at the SDP evening, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. All subject leaders are given special time to enable them to review samples of children's work, and to observe teaching in the subject. Samples of work will be collected from across the school and placed into a portfolio to show the variety and level of work that is being created across the different year groups.

This policy will be reviewed at least every two years.

Ratified Autumn 2015
Next Reviewed Autumn 2017