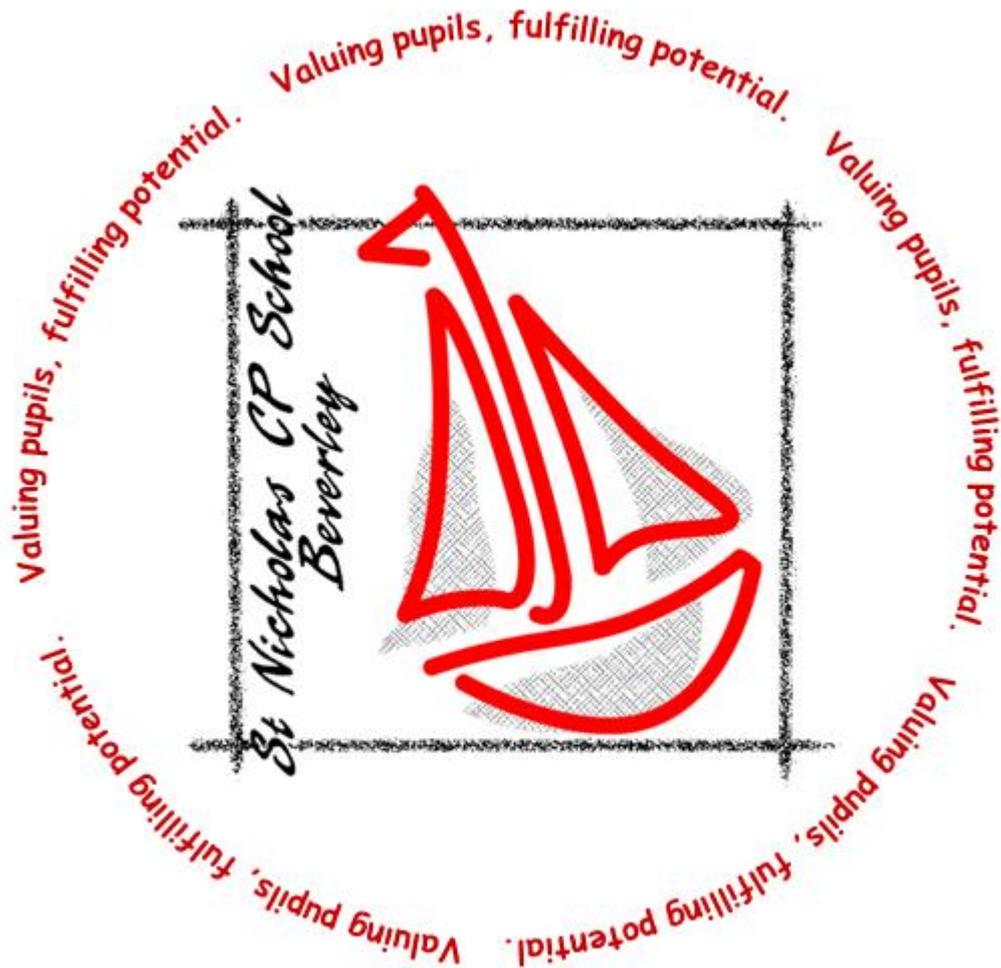


# Art Policy

Beverley St Nicholas Primary School



**Reviewed April 2021**

## **Contents**

- 1. Curriculum Intent Statement**
- 2. Implementation**
- 3. Impact**
- 4. Planning and Progression**
- 5. Teaching and Learning Pedagogy**
- 6. Assessment**
- 7. Resources**
- 8. Equal Opportunities and Inclusion**
- 9. Co-ordinator Responsibilities**
- 10. Parental Engagement and Reporting to Parents**
- 11. Policy Review**

## 1. Curriculum Intent Statement

It is our intent at Beverley St Nicholas Community Primary School to give all children the opportunity to express themselves through different art styles and forms. We deliver an art curriculum which is accessible to all abilities, enabling children to grow in confidence in their own skills, and develop themselves as individual artists. Children observe work from different artists, and different artistic periods, learning about how subjective art can be, and understand how to use and apply this knowledge to impact positively on their own artwork. Beverley St Nicholas Primary encourages children to explore, be creative and develop a personal style of art. Our aims are:

- To build an art curriculum which develops learning and results in the acquisition of knowledge and skills.
- To design a curriculum with appropriate subject knowledge, skills and understanding in exploring, investigating, creating and evaluating artwork as set out in the National Curriculum so that children can reach and exceed their potential at Beverley St Nicholas Primary School and beyond.
- To build an art curriculum that incorporates the understanding of Enterprise and gives pupils a clear purpose for their artwork.
- To design, and resource, a self-sufficient art curriculum which enables pupils to create artwork with a real purpose in terms of displaying and sharing the work they create, investing any funds raised through the Enterprise events within the art curriculum to enhance the resources available for pupils to use in the future.

## 2. Implementation

Clear and comprehensive progression for each year group based on the National Curriculum. Teaching and Learning should show progression across all key stages within the strands of Art.

Language:

Art specialist language will be taught within art lessons across the school, and modelled by teachers in all art lessons. The promotion and use of an accurate and rich vocabulary throughout school is planned into the curriculum.

Knowledge Organisers:

Children have access to key knowledge, language and meanings in order to understand and readily apply to their work in Art skills across the wider curriculum.

Educational Visits:

Where applicable, links to art will be made on educational visits to develop the children's learning experiences.

Basic skills: English, Maths and ICT skills are taught during discrete lessons, but are revisited in art lessons so children can apply and embed the skills they have learnt in a purposeful context.

Clear and comprehensive progression for each year group based on the National Curriculum. Teaching and learning should plan for a final piece of artwork to be displayed and shared at end of term gallery events.

Children will develop an understanding of enterprise. Children will become more aware of enterprise and have a real purpose for the artwork they create.

British Values and PSHE

Children will learn and revisit the importance of our world and how it should be treated. Artists from across the globe will be studied throughout the school, including the background of these.

### **3. Impact**

The large majority of children will achieve age related expectations in art.

Children will retain knowledge about their focus artists for each unit of work.

Children will understand what being in 'artist' means.

As artists, children will develop skills and attributes they can use beyond school and into adulthood

The art curriculum will be financially self-sufficient and the range and quality of art resources will lead to improvements in the quality of the artwork the pupils are able to produce

### **4. Planning and Progression**

We plan using the National Curriculum. We enhance the curriculum using progression grids which map out the skills and knowledge children gain in each year group from EYFS to Year 6. Subject Progression grids are used to develop long term plans. Teachers use the long term planning to plan units of work and deliver individual lessons.

### **5. Teaching and Learning Pedagogy**

At the start of all art topics, teachers will discuss with pupils existing artworks similar to those they are designing. Teachers will model skills needed, and allow pupils to practise these skills in isolation, before using them to create their own artwork.

### **6. Assessment**

At Beverley St Nicholas assessment in art comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the art National Curriculum. At the end of each term teachers judge children against these criteria using the school's assessment system Educater. This data is then analysed by the art subject leader.

### **7. Resources**

At Beverley St Nicholas School there is a designated Design Technology room, in which resources for art are provided to aid the teaching of all areas of the art curriculum. This space allows room to teach art practically and safely.

### **8. Equal Opportunities and Inclusion**

All pupils are entitled to access the art curriculum at a level appropriate to their needs

At Beverley St Nicholas Primary School, 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 and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenges to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## **9. Co-ordinator Responsibilities**

The Art subject leader is responsible for:

- Monitoring the teaching and learning of art
- Overseeing and implementing the art policy.
- Writing an annual action plan for the school development plan and evaluating progress throughout the year.
- Attending training and providing staff with appropriate feedback and CPD.
- Attending courses to keep knowledge up to date and feedback to staff upon return.

Each class teacher is responsible for delivering art to their class.

## **10. Parental Engagement and Reporting to Parents**

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to help in the classroom, and to termly curriculum mornings, and kept informed regularly of their child's progress, both formally and informally.

In art, parents are kept informed of the work being done as large pieces of art are often sent home once it has been completed.

## **11. Policy Review**

Policy Reviewed: April 2021

Review Date: April 2022