



Chapel End Primary School
Art policy

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

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| This policy was approved by: | Full Governors |
| Date | Autumn 2024-2025 |
| Review Date | Autumn 2026-2027 |

Intent

Art **Intent Statement**

At Chapel End Primary School, we aim to stimulate our children's curiosity by exposing them to a range of artists, styles and artistic genres. We endeavour to develop every child's independence by giving them the freedom to explore and experiment their own ideas in an iterative learning process. Children are introduced to artwork from a range of cultures from around the globe which contributes towards our efforts in creating future responsible global citizens. Our curriculum aims to develop children's skills and knowledge in a carefully planned learning journey so that when a child leaves Chapel End they are provided with skills that can be transferred to other subject areas. Overall, we aim to provide our children with fun experiences which contribute towards our learning environment and create life-long memories for them.

We will do the best WE can to enable our children to do the best THEY can.

Aims and objectives:

The aims and objectives of learning art in primary school are to:

- enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of complex activities;
- improve the children's ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- develop increasing confidence in the use of visual and tactile elements and materials;
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers

Implementation

The Curriculum

- At Chapel End Primary School, we use a Curriculum overview constructed from National Curriculum objectives to ensure topics are curriculum compliant and delivered in an organised and progressive order from Year 1 to Year 6.
- Knowledge, skills and vocabulary are planned across Years 1 to 6 to ensure that there is effective progression, challenge and differentiation.
- Children will cover the main themes of drawing and painting, printing, textiles, sculpture and collage in a systematic and planned approach which ensures that they can use and apply exiting knowledge, vocabulary and skills.
- The design of the curriculum allows for effective links with other subjects, particularly history, geography, Mathematics, science, DT and PSHE.

Organisation

- Art takes place every other half term in rotation with Design Technology.
- When an Art unit is being covered it is taught in a blocked approach during an Art focus week.
- Children record their learning in their sketchbooks which follows them from Year 1 to Year 6.
- Each unit of work begins with a recap of units which have been completed by the children in previous years. Year one children refer back to physical development work along with other work in the EYFS curriculum in which they applied fundamental research and appraisal skills.
- Units of work are structured in a specific way so that children can consider the materials, purpose and audience for their artwork.
- Children are given an artist and their work to focus on and opportunities to research artwork, mediums, tools and learn new skills during focused practical tasks.
- When creating their artwork, children are encouraged to use experimental and iterative thinking and adapt their designs to overcome barriers.

- On completion of their artwork, children evaluate and analyse their outcomes and consider the barriers that they encountered during the making process. Opportunities are given for children to suggest how they would approach their design or creative process in the future so that better or more efficient outcomes can be achieved.

Planning

- Teachers plan units of work using the curriculum overview as a guide
- Teachers use materials from researched artists and their design processes along with guided materials provided by the Art Coordinator to support their planning and preparation of units of work.
- Basic skills are incorporated into lessons but do not override the art and design focus of any session.
- Resources are purchased annually so that each unit of work can be completed in line with the curriculum overview.
- Staff choose which activities best suit the needs of their class. They also choose the level of support individuals may need.

Teaching and Learning

- Lessons are delivered in a way to stimulate children's curiosity and to encourage them to work independently.
- Planning lessons must contain opportunities for children to experiment and consider their preferred stimulus, method and approach for designing and completing their artwork.
- Pupils are encouraged to ask questions and research existing artworks.
- Lessons will give children opportunities to try skills independently and use iterative thinking. Support is provided by teachers in the way of prompt questions.
- Lessons will develop children's ability to analyse and evaluate their own completed work and ability to create it.

Assessment and feedback

- Children's attainment and progress is assessed in each lesson.
- They will be assessed on:

- Experimentation in line with a focused artist's work.
- Focus practical tasks
- Designing
- Evaluating
- Teachers will record their judgements on the school's internal tracking system

Monitoring

- Progress and achievement in art will be monitored in the following ways:
 - Autumn Term: sketchbook reviews and data analysis
 - Spring Term: sketchbook reviews, data analysis and pupil interviews
 - Summer Term: sketchbook review and data analysis

Roles and responsibilities

Pupils

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.
- Children should try to use iterative thinking during their projects and use high levels of independence.

Teachers

- Use the wealth of resources, including those online to challenge their current class.
- Continue develop and broaden their own subject knowledge.
- Deliver lessons that are fun and offer a wide range of teaching and learning approaches tailored to specific areas of the experiment/create process.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide feedback that supports the development of learning.

- Review sketchbooks to ascertain the attainment and progress of each child within their class.
- Seek out CPD opportunities to improve their own subject knowledge.
- Report back to the co-ordinator, particularly regarding the need for additional resources.

Subject Leader

- Create a subject intent statement with the staff.
- Write the Art policy and update it every 2 years.
- Ensure that knowledge, skills and vocabulary are progressive across the Key Stage the school.
- Ensure that links are made with other curriculum areas.
- Monitor the progress and attainment of children in Art.
- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to Art.
- Create artist and their work templates for each unit of work.
- Report to Governors regarding the teaching and learning of Art at Chapel End Primary School.
- Use a yearly budget for Art to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in Art and adapt the curriculum accordingly.

Headteacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Headteacher and subject leader are carrying out their duties effectively.

Impact

By completing the Art curriculum at Chapel End Primary School children will have developed:

- The fundamental skills in learning about artists and their inspiration, experimentation, designing, creating and evaluating, which will help them as they move into secondary education.
- Confidence when using speaking and listening skills.
- Independence and resilience.
- A curiosity of existing artwork and the ability to **ask** relevant questions
- Research skills to **answer** how questions.
- A knowledge of artwork in the local area and the impact it has today.