



Inspire ★ Believe ★ Achieve

'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.' 1 Timothy 4:12

Art Policy

Intent

At Yealand CE Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. We are committed to providing all children with learning opportunities to engage in art and design both inside the classroom and outside in God's natural world. Art and Design provides the children with the opportunities to develop and extend the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. A high-quality Art and design education therefore provide opportunities through deeper understanding and cultural richness and diversity with an opportunity to express their individual interests, thoughts and ideas.

Using the programmes of study from the National Curriculum and the skills through our Dimensions Curriculum it is our aim to ensure that all pupils:

- Have access to a high-quality art and design education which engages, inspires and challenges our pupils.
- Have the knowledge and skills too experiment, invent and create their own works of art, craft and design.
- Produce creative work, exploring their ideas and recording their experiences with the ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the specialist vocabulary of art, craft and design
- Know about great artists, craft makers and designers past and present, and understand the historical and cultural development of their art forms

Implementation

At Yealand CE Primary School, we are committed to providing an engaging, inspiring, challenging and comprehensive art curriculum that is accessible to all. The teaching and implementation of the Art and Design Curriculum is based on the National Curriculum and linked to skills from our Dimensions Curriculum. Topics ensure a well-structured approach to this creative subject. Our whole school approach to the teaching and learning of Art and Design includes the following:

- Investigate - by exploring a wide range of media and materials, tools and techniques, experimenting with designs, shapes, colours and sounds, exploring how the arts can evoke and express feelings and ideas and exploring alternative approaches
- Observation - by using their senses and the world around them to stimulate and develop imaginative ideas, recognise the role of the arts on their life, their locality and the wider world, identify the diverse roles of the arts.
- Application - by describing and interpreting their own creative work and the work of others, work individually and with others to use each art form, select and use appropriate ict tools and techniques, evaluate and appreciate their own and others work

At KS1 and KS2, teachers use the National Curriculum for Teaching Art and the Dimensions Skills Ladders to ensure that all parts of the National Curriculum Programme of Study are taught.

The National Curriculum for Art (2014) describes in detail what pupils must learn at each Key Stage. Combined with the Dimensions skills ladder, this ensures continuity and high expectations for attainment in art.

Art is timetabled as a discreet subject in KS1 and KS2 but art and design is also used to support and extend teaching and learning activities in other curriculum subjects through the making of paintings, drawings or other outcomes, encouraging the development

of creativity whenever possible. The overview of the scheme is detailed in the school's rolling programme. To extend the provision for the subject, arrangements are made for specialist art teachers to visit the school and work with the children as appropriate and possible. Volunteer helpers are also used to assist the children in various areas.

Children in Little Owls (Nursery) and Robin Class (Reception) follow the Foundation Stage Curriculum for Art, as they make progress towards and where appropriate beyond the Early Learning Goals. In Early Years Foundation Stage pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. Art is taught in small groups throughout EYFS. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Impact

Yealand's successful approach to the teaching and learning of art, results in a fun and engaging curriculum that embeds understanding and knowledge through hands on, practical activities. Introductions to concepts using concrete materials and practical activities supports learning through memorable activities and 'games' which children can recall at a later date, relating the learning to new situations. In lessons, teachers speak with children, who are encouraged to share their misconceptions and misunderstandings and become proficient in using appropriate vocabulary in doing so.

Assessment

As with all aspects of the curriculum, ongoing assessment takes place in Art and Design. Teachers use this information to inform next steps, assess pupil knowledge and understanding alongside application of skills. Termly assessments are recorded in the Dimensions tracker. This data is analysed on a termly basis to inform and address any trends or gaps in attainment as well as finding pupils strengths and weaknesses. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked using the Dimensions tracker. Age related expectation levels are reported to parents at the end of the reception year.

Performance Indicators

Performance Indicators, which are the criteria for success of the school's mathematics policy at Yealand CE Primary School, are:

- Early Years Foundation Profile (Statutory Assessment)
- Dimensions data analysis (using end of term assessments)
- Pupil voice (enjoyment of art and their ability to talk confidently about what they are doing)

Resources

Each classroom has a set of art materials and equipment for drawing and painting that are stored in each classroom. In addition to this there are a variety of resources stored in the Art store cupboard under the stairs and the EYFS activity room. Resources are shared between the two classes and any new resources needed are identified and ordered on a regular basis, dependent on finances.

Monitoring and Evaluation

The art subject leader works alongside all the teachers; monitoring and evaluating the quality and standards of art throughout the school. Opportunities to review the scheme, policy and published materials are given on a regular basis during staff meetings.

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Review Date...annually or sooner

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