

# Horton Park Primary School



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We Learn to Succeed

## Art Policy

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**Adopted:** July 2014 **Reviewed:** November 2019

**To Be Reviewed:** Annually in July

### **Mission Statement: We learn to succeed**

*Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

**(National Curriculum 2014)**

#### **Intent:**

The intent of our Art curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of Art enabling them to know more about art and artists, remember more about art and the artists they learn about and understand how to use and apply this knowledge to impact upon their own art work more. School has identified key intentions that drive our Art curriculum.

Our intent is for children to:

- Produce creative work, explore ideas and record our experiences.
- Increase proficiency in drawing, painting, sculpture and other art, craft and design techniques.
- Use the language of art confidently within critiques of our own or others' art work.
- Gain knowledge about a range of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Use art to express and understand the world around us.

#### **What do we mean by Art?**

There is no one universal definition of art but there is general consensus that art is the creation of something beautiful or meaningful using skill and imagination. However, art is subjective, and the definition of art has changed throughout history and in different cultures. At Horton Park, we want our pupils to have opportunities to be immersed in art from all around the world. As well as having opportunities to experiment with different media, while learning and practicing different skills.

#### **Why do we think Art is important?**

We believe that providing opportunities for the expression of creative ideas, and developing creative responses, is essential to developing children and staff as learners. Our school motto is where everyone learns to succeed. This is best summed up by this statement that appears in the introduction to the Arts' Council's document 'From Policy to Partnership':

'The arts add quality and challenge to our lives, making us question and reflect on our thoughts, feelings and values and helping us respect the views of others. They provide opportunity for us all to explore and understand different forms of expression, appreciate our diverse cultural heritage, gain a sense of personal identity and to be creative'

In addition the development of the whole child is fundamental to our school's ethos. Artistic creativity is seen as a natural response to the life-force that constantly renews and recreates our world, and a recognition of the beauty and variety of that creation. All our talents are worthy of careful nurture.

## **BREADTH OF STUDY**

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Practical activities and opportunities to practice new skills
- Finding mathematical links in Art – looking at shape, line, measurement etc.
- Wider reading and investigation opportunities
- Individual, group and whole class discussions
- Open and closed tasks
- Using a wide range of resources
- Using computers as a way of creating art.

Through our creative curriculum approach we also seek to teach Art within a topic. Therefore, our pupils have an understanding of the culture of the artist, the time period and any music, literature or design that maybe be linked.

## **TEACHERS PLANNING AND ORGANISATION**

Each class teacher is responsible for Art in their class / year group in consultation with and with guidance from the Art subject leader.

The approach to the teaching of Art in our school is:

- An Art or Design Technology unit of work to be covered every half term.
- This unit of work to be taught as a block over two days, bringing in links to maths, reading, music, role play, drama and any creative writing.
- The unit will start with an exciting stimulus such as: natural materials, photographs, prints, posters, artefacts, books and CD Rom, and art gallery/museum visits and other visits wherever possible.
- There will be an emphasis on learning, practicing and embedding new skills.
- Work to be celebrated and displayed around classrooms and the school. Six pieces from each Year group to be chosen and displayed, half termly to showcase the unit of work.

Art projects should not be limited to work inside the classroom. Pupils should have opportunities to find natural resources from the local environment to use in their projects.

## **Medium Term/ Short term planning**

Parallel class teachers are responsible for creating an Art or Design Technology Medium Term Plan half termly. It is planned as a unit of work and is collected and monitored by the Art subject leader each half term.

EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

## **INCLUSION**

Art lessons are inclusive to pupils with special educational needs. Where required, children's Personalised Provision Plans will address any special requirements or extra resources needed.

Art planning must be differentiated to not only support children with special educational needs but also with appropriate challenges for children who are high achievers in Art. It is vital that all children are challenged at a level appropriate to their ability.

## **Greater Depth/More Able** (taken from NACE subject guidance)

More able pupils are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.

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### **Pupils who are More Able in Art may:**

- demonstrate high levels of understanding and appreciation of various artists.
- display high-quality drawing, sketching, painting and sculpting skills.
- demonstrate different ways of working or different approaches to issues.

## **Talented**

Talented pupils are those who are pupils who demonstrate a natural skill or ability in any area including academic that is significantly higher than their peers.

### **Pupils demonstrating a talent in Art may:**

- demonstrate high levels of understanding and appreciation of various art genres, culture and history.
- be sensitive to aesthetic, social and cultural issues when drawing and evaluating.
- be capable of rigorous analysis and interpretation of art work.
- critically evaluate visual work and other information. Make unusual connections between their own and others' work; they apply ideas to their own work in innovative ways.
- develop more complex and technical pieces of work and can do so without always following a rigid design-and create process.

## **EQUAL OPPORTUNITIES – refer to Equal Opportunities Act 2010**

We incorporate Art into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of Art. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

## **PUPILS' RECORDS OF WORK**

Art work can be recorded in either the Maths or Creative Learning books, based on the outcome of the lesson. Any creative pieces should be presented on cartridge paper and stuck into their books. This work should be evaluated in line with the school's policy.

Photos must be used to ensure records of each child's achievements are maintained.

## **MARKING**

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps. Children in KS2 are encouraged to provide a 'Top Tip' after the completion of work if this is appropriate.

## **ASSESSMENT AND RECORD KEEPING**

Teachers make regular assessments of each child's progress and record these systematically. A record of each child's attainment against the key objectives for the appropriate year group is recorded at the back of the books where children will have targets each half term.

### **Short term**

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments. The Horton Park Primary School Art Policy 2019

teachers update their findings regularly using Classroom Monitor and this will be used to monitor progress during half termly pupil progress meetings.

### **Reporting to Parents**

The annual report to parents will include information re: progress and attainment and future targets in the subject.

### **Monitoring and Evaluation**

Monitoring will be carried out by the maths subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

### **The subject leader will:**

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource Art throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

### **Children will be encouraged to:**

- Enjoy Art and see its relevance for life.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Develop a resilience to continue practicing new skills.
- Use Art vocabulary with confidence.
- Use their knowledge to see patterns, make predictions, present information clearly and be proud of their creations.
- Provide clear explanations of their methods.

### **Parents will:**

- Be encouraged to develop positive attitudes to Art and actively support their children when homework is given
- Be well informed of their children's progress through annual reports and parents meetings.

### **Review Process**

Headteacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / Arts subject leader monitor delivery in

practice and related planning; feeding back outcomes and development points to staff as appropriate.