

Yorke Mead Primary School

Art Policy

September 2020



Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Rationale and Ethos

At Yorke Mead Art has a significant and valuable role to play in the overall ethos of the school. Children are given the opportunity to develop key skills, be ambitious and grow in confidence. Art is an ongoing process through which all children are given the opportunity to explore and develop specific skills, knowledge and understanding to enable them to work in a variety of media, style and form. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Art at Yorke Mead encourages children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of famous artists and are encouraged to develop a critical appreciation of artist's work from a range of styles and historical periods. Through learning about the roles and function of art, they explore the impact it has on modern day life as well as that of different times and cultures.

Yorke Mead strongly promotes the status of art throughout the school. Its timetabling is reflective of its educational value and the view that it is not simply an enjoyable or less academic subject. The opened ended nature of the subject encourages children to be open with their ideas and thoughts about their own work as well as those of others and to make cross curricular links as well as reinforce skills already established.

Aims of the Curriculum at Yorke Mead

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth.
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices.
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy.

- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development.
- Is equipped with the knowledge and cultural capital they need to succeed in life.

Aims of the Art Curriculum

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.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- about great artists, architects and designers in history

The art curriculum at Yorke Mead also aims to ensure that all children:

- are engaged, inspired and challenged
- develop creativity and imagination through a broad, balanced and enriching curriculum
- have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork
- gain the knowledge and skills to experiment, invent and create
- have the opportunity to explore their ideas and show progression within their experiences
- develop the ability to appreciate and make critical judgements about artworks using key vocabulary
- have access to high quality experiences and resources
- improve their ability to control materials, tools and techniques
- develop increasing confidence in the use of visual and tactile element and materials.
- have the opportunity to learn about art and artists from different times and cultures
- foster an enjoyment and appreciation of the visual arts
- have an understanding of the role of arts in society
- have their artistic achievements celebrated

Curriculum Design

Curriculum planning maximises cross curricular links, ensuring a strong, engaging curriculum which develops skills across the primary phase. Key skills for each year group are clearly identified in the long term plans including skills that need to be reinforced, as well as those that are age related and those that are designed to extend children in their learning.

Long term and medium term plans are linked clearly to opportunities for cross curricular activities (including writing and reading), multi-cultural and extra-curricular links as well as projects and visits. All units of work contain questions and pupil evaluations to support both teacher and pupil assessments and enable the children to develop their ideas. Activities within the units are planned so that children build upon prior learning and opportunities for progression are built into planning so that there is an increasing challenge for children as they move up through the school.

All children, regardless of ability, have access to the art curriculum. Special provision is made by way of additional support and specialised resources for those children where it is felt beneficial. Unit plans allow for children to develop the skills to evaluate and assess their own artwork as well as that of others.

How the Art curriculum meets the needs of children at Yorke Mead.

Yorke Mead is situated in an area of Hertfordshire that is predominately of low deprivation. However, the school does support a number of children who live in families on the edge of deprivation as well as a number of adopted children who may have aspects of life they are still needing to process. The art curriculum is designed with these wide ranging needs in mind and therefore aims to meet all children's needs by providing a broad, balanced and enriching range of activities to develop each child's knowledge and understanding of the wider world around them and their place in it. They explore colour, pattern, shape and experiment with new ideas, in order to develop their confidence and ability to express themselves in a variety of ways. Rich and varied opportunities are provided to enable each child to explore values, attitudes, feelings and meanings and children are given the chance to work independently and collaboratively, to share art experiences and represent artwork to others. Self-esteem is enhanced through regular opportunities to celebrate and recognise the artistic achievements of each child. Active learning strategies and the opportunity to take learning outside of the classroom are fundamental to the long term planning and recognised as a vital part of enriching children's experiences.

How the Art curriculum supports the development of children's reading.

There are many opportunities to develop reading skills in the subject. Pupils are introduced to key vocabulary at the start of each unit of work and are encouraged to use this in class discussions as well as written work through teacher modelling. New vocabulary is built into displays as well as classroom resources such as word banks and written work undertaken by the children as part of their research or evaluating process is displayed alongside visual outcomes too. As they learn about different artists, cultures and styles, children are involved in looking at a variety of sources together, including digital and print and are encouraged to identify any new language or words they do not understand. As they progress through the school they are encourage to undertake this research independently as part of the process of developing their ideas. Unit plans strongly promote and indicate where to use story books to support and enrich the learning process, these can be specific to an artist or an artistic style but also promote the themes of risk taking, celebrating mistakes and building self-esteem through art.

How the art curriculum supports children's spiritual, moral, cultural, social development.

Spiritual – Through a well-balanced curriculum the art curriculum provides plenty of opportunity for children to reflect on their thinking and that of others. All units of work contain questions and regular moments of evaluation to support and enable the children to develop their own ideas as well as to understand the choices and thinking of artists throughout the years as well as their peers. They learn to respect and understand each other's differences and ways of viewing the world.

Moral – Long term planning enables the children to encounter a range of visual images which evoke a range of emotions and raise questions. Through discussion and exploration children learn to recognise how art can express differing viewpoints of right and wrong as well as the inner feelings and thoughts of others.

Cultural – The art curriculum is designed to enable learners to develop an understanding of their own culture as well as that of others locally, nationally and internationally. Children learn to value diversity and cultural development through the exploration of historical and contemporary artists from around the world. As they progress through the school they explore meaning and symbolism in art and learn how to communicate their own understanding of the world around them.

Social – The teaching of art offers opportunities to support the social development of each child through the way they are expected to work together in lessons. Planning frequently allows for children to work together in groups, giving them a chance to discuss their ideas and feelings about their own work and the work of others. Through collaborative projects they learn to support and respect others as well as how to co-operate and share their own expertise, thus developing a better understanding of themselves and the wider community.

How the Art curriculum supports children's emotional well-being.

The art curriculum strongly supports children's personal development, it enables children to develop the key skills of critical thinking, communication, resilience, creativity, teamwork, self-understanding and growth mind-set.

Children are given the opportunity to give and justify their opinions about their artwork and that of others and to learn that people can have similar and differing points of view. Through the exploration of a wide range of different artists, cultures and style they learn to value and respect diversity as well as develop an understanding of their place in the world.

Learning is often taken outdoors, into the natural environment enabling them to develop a respect for the environment and what it can offer. Mindfulness and teaching about the brain is incorporated into lessons so that children are prepared to learn and have positive strategies to draw upon when they are challenged in new ways. They learn the importance of developing the right hand side of the brain for the creative process and develop the ability and confidence to look more closely and make connections about the world around them before capturing what they see.

Unit planning enables the children to develop a growth mind-set and the positive attitude to learning needed to succeed in later life. Teaching and learning allows for children to take risks and face new challenges in their work. Teachers are engaged in the creative process themselves and use their own sketchbook alongside the children as well as a visualiser where possible. Through this process teachers actively seek to build children's confidence by acknowledging their own need to developing skills or by celebrating mistakes as 'happy risks.' Specifically chosen story books have built into planning which celebrate mistakes and the children have become familiar with these stories and their messages.

Resilience and determination is strengthened through opportunities to work on projects over a number of weeks, in order for each child to become actively involved in their own learning and to have the chance to explore and

develop new skills. Regular opportunities are created to enhance each child's self-esteem through the recognition of each child's artistic achievements within the classroom and across the whole school.

SMSC Spiritual, Moral, Social & Cultural Development	British Values	Character Education	Cultural Capital	5 Ways to Wellbeing
Spiritual, Moral, Social and Cultural Development	Mutual Respect Tolerance Democracy Individual liberty	Social Confidence Developing resilience Long term goals Resilience Positive moral attributes	Experience of different learning environments Life skill Ability to discuss variety of issues Cultural experiences Ability to deploy skills in new situations.	Connect Take notice Be active Keep Learning Give

Organisation and planning

Organisation

At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation. Art is part of the **Create** team along with English and Music.

We use a thematic approach to the art curriculum, whereby the subject leader matches teaching and learning to the topics covered in each term within each year group. Curriculum planning takes the form of long-term and medium-term planning. Long-term plans map the topics studied in each term during each key stage. The subject leader bases this on discussions with teachers in each year group to encourage cross curricular links. Medium-term plans define what is to be taught and learnt and sets out clear objectives and expectations for teaching, learning and assessment.

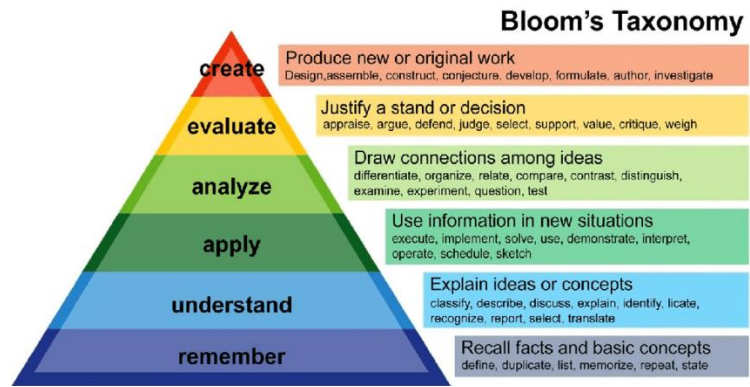
Activities within the units are planned so that children build upon prior learning. Planning ensures that there are opportunities for all children of all abilities to develop their skills and knowledge in each unit. Planned progression is also clearly built into unit plans so that there is an increasing challenge for children as they move up through the school. Planning takes into account the local circumstances of the school and makes use of the local environment as well as opportunities to visit galleries and museums.

Planning

Teachers at Yorke Mead are provided with a broad long term plan by the art subject leader outlining the curriculum content and learning intentions to be covered throughout the year. Medium term plans in paper format as well as

PowerPoint are also provided by the subject leader which can be adapted by the teacher depending on class needs. There is no need for teachers to produce individual lesson plans.

In planning or adapting units of work the subject leader and teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect



children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.

Progression and Sequence of Learning

The art curriculum is designed to focus on skills teaching in order to ensure effective progression of key skills from year to year. Detailed long term planning show the sequence of learning across the curriculum allowing for teachers and children to know how learning is built up and what key skills the children have prior to units as well as the skills they will be working towards at the end of each year group. All units of work contain questions and pupil evaluations to encourage children to develop their ideas and to draw upon their prior knowledge and skills throughout their learning.

From KS2 each child has a sketchbook in which they are encouraged to collect written and visual ideas as well as finished artwork. Sketchbooks generate a dialogue between the teacher and pupil, to aid the development of ideas and support and extend children's learning. Teachers include green 'next step' comments as well as pink 'positive' comments. Pupils are given opportunities to respond to teacher's comments and marking, in line with the purple pen policy. Their sketchbook follows them throughout the school as a record of their progression as well as evidence for teacher assessment. Children are actively encouraged to refer to their sketchbook throughout the teaching and learning process as a means of accessing their prior knowledge and making connections between different artistic styles, techniques and skills.

Early Years

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This art curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy

- Personal development at Yorke Mead

Assessment for Learning

Assessment in art is an ongoing partnership and communicative dialogue between teacher and pupil that allows the child to make progress and to recognise it themselves. Teachers mark sketchbooks and finished work in line with whole school policy, giving green 'next step' comments as well as pink 'positive' comments. Teachers are encouraged to "blind mark' sketchbooks wherever possible to allow for the fact that below ARE/SEND/PPG children can often excel in this subject. Marking informs future planning and enables teachers to differentiate, support and guide individual pupils.

All units of work contain questions and pupil evaluations to support both teacher and pupil assessments and enable the children to develop their ideas. Unit plans allow for children to develop the skills to evaluate and assess their own artwork as well as that of others.

Pupil progress is evident in the children's sketchbooks which follow them throughout school and is recorded on termly parent consultation sheets, each child's annual report as well as on foundation assessment sheets, known as the 'I Can Statements'. The 'I Can Statements' record the attainment of children against the learning objectives set for the year and identify individual children performing at ARE as well as above and below ARE.

A progress monitoring sheet allows for the progress of individual children to be tracked as well as the progress and achievement of year groups as a whole. Individual children performing below ARE and above ARE are identified at the end of the year from the 'I Can Statement' assessment sheets. Teachers refer to the progress monitoring sheet and 'I can' statements at the start of each year so that they are aware of any children to focus on during art lessons in terms of greater depth needed or support. All documents are accessible on the staff shared drive.

The subject leader enhances assessment practises through regular monitoring. Discussions with teachers, lesson observations, pupil voice as well as regular book scrutinies (which includes the books of those children identified on the individual progress sheets) ensures that coverage, standards, progress and teacher judgements are in line with the quality and impact of art teaching and learning.

Visual evidence of the impact of children's work is captured on displays throughout the school as well as kept on the staff shared drive alongside the appropriate unit plans so that teachers have an indication of the expected levels of achievement.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Safeguarding and Safe Practise

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such as:

- When handling tools and equipment
- Using specific materials
- Classroom set up

There are times when children may be more likely to disclose a safeguarding concern, for example as part of a discussion around an artwork, where they might wish to relay a personal experience or personal feelings that a particular artwork triggers. The calm and relaxed atmosphere of an art lesson may also create an environment in which a child feels able to share a concern or worry. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

The role of the art subject leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the art curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for art to support individual teachers in their planning

- The amount of time provided for teaching art is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within art are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the art curriculum are available and accessible to staff.
- The policy and practise within art is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the art curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to art.

This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

Policy Review

This policy will be reviewed every three years *by* the head teacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

Appendices

Attached appendices include:

- Curriculum template Art 2020.doc
- Subject Overview - Art 2020.doc
- Risk assessment for Art