



# **Art Policy**

**September 2022**

**Next Review Date September 2025**

## **Introduction**

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.

This policy is a statement of the aims, principles, strategies and expectations of effective teaching of Art and Design at Tansley Primary School.

## **Aims**

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.

## **Intent**

In addition to the National Curriculum, at Tansley Primary School we value learning and teaching Art because:

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a mark book and folder
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art
- through art extend and enrich other curriculum areas

Art enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities.

## **Implementation**

The skills and knowledge that children will develop throughout each art topic are mapped throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including

humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

The school's high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

### **Impact**

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.

The Art curriculum at Tansley contributes to children's personal development in creativity, independence, judgement and self-reflection

### **Teaching and Learning in Art and Design**

All lessons need clear learning objectives which are shared and reviewed with the pupils effectively. A variety of strategies are used to assess progress. The information is used to identify what is taught next. Lessons must make effective links with other curriculum areas and subjects. Activities should be challenging, motivating and extend pupils' learning. As they move through school pupils have more frequent opportunities to develop their skills and select and use appropriate tools and mediums, and combine these for a given purpose with confidence and increasing independence.

### **Coverage of Skills**

Drawing skills are to be taught and developed continually throughout the year. The remaining six elements will be covered over a three year cycle as a part of the whole school curriculum cycle, where they best fit within the creative curriculum.

These elements are:

- Digital Media
- Painting
- Printing
- Textiles
- 3D
- Collage

### **Time allocation**

All children are taught approximately 45 hours of art each year. The exact time allocation for each half-term will depend on the topic being taught.

### **Making Cross Curricular Links**

At Tansley Primary School we believe that making links between curriculum subjects and matters, skills and processes will deepen the children's understanding by providing

opportunities to reinforce and enhance learning. A majority of the formative assessment at Tansley Primary School will be taken from cross curricular work where children are applying taught matters, skills and processes.

### **Continuity and Progression**

The school ensures curriculum continuity by close liaison between staff and the planning stages.

#### **Key Stage 1**

Pupils should be taught to:

- 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.
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### **Inclusion**

Planning at all levels ensures that the interests of boys and girls are taken into account. The pupils work individually, in pairs, as part of a small group and as a whole year group each term. They use a variety of means for communicating and recording their work. All pupils, including those with special educational needs, undertake the full range of activities, differentiated according to their own specific needs. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

### **Organisation**

Art is taught discretely within a topic with the children then being provided with opportunities to develop their skills in cross curricular activities independently.

### **Activating Prior Knowledge**

Using prior assessment information to guide activities and strategies this enables teachers to accurately identify the start point for learning.

### **Learning Intentions/ Objectives**

Based on prior assessment information and outcomes from the activation of prior knowledge teachers identify ordered learning objectives for each group within the class to ensure that progress in learning is made. Learning objectives and success criteria are to be shared with the children at the beginning of each Art lesson and topic so that children know their learning steps throughout the lesson and the topic.

### **Differentiation**

There are a number of different forms of differentiation:

- By outcome – where a task is given and the children respond at different levels
- Different tasks around the same topic matched to the needs of the children
- Variety of input for the same task
- Variety of questioning
- Completing different task

### **Assessment, Recording and Reporting in Art and Design**

#### **Types of Assessment**

- Formative – assessment for learning – allows the teacher to see what the child knows, understands and can do
- Summative – assessment of learning – records overall achievement of the child
- Diagnostic – identifies areas of strength and weakness
- Evaluative – allows teachers and school leaders to see the effectiveness of teaching in terms of performance
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#### **Formative Assessment**

Formative assessment is embedded in the teaching and learning process of Art at Tansley Primary School. It involves:

- Evaluating pupils level of knowledge
- Setting explicit learning intentions
- Sharing learning intentions and success criteria with pupils
- Questioning effectively
- Pupils evaluating their own and peers performance against success criteria
- Teachers and pupils reflecting and reviewing performance and progress
- Effective oral feedback to inform pupils what they should do next
- Children responding to feedback
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#### **Self-Assessment and Peer Assessment**

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Learners use the success criteria to make judgements on their own, and peers, learning and identify areas for development – next steps.

### **Day to Day Assessment**

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are recorded on the planning sheets and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

### **Assessment of Learning – Summative Assessments**

At the end of a unit of work summative assessments are made about each child's achievements throughout the unit. Teachers also note where evidence for each achievement can be found. Strengths and areas for development are identified and this informs future learning of the skills matters and processes for the next unit of work. Then at the end of each year a summative judgement is made as to whether individual children are emerging, expected or exceeding their year group expectations in Art and Design. This is reported to parents in the end of year report.

### **Assessment for Learning – Formative Assessments**

The skill, matter or process objectives and success criteria are made explicit in all planning. Key questions and cross-curricular opportunities are identified on weekly planning. Assessment opportunities are identified in weekly foundation planning and these form the basis of the planning for learning for the next lesson. Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly revising planned learning.

### **Success Criteria**

Success criteria are shared with all children and displayed throughout the lesson to be used by the learner, peers or teacher. These should be differentiated where appropriate.

### **Marking and Feedback Rationale**

We are committed to providing relevant and timely oral feedback to pupils. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Feedback should be a process of creating a dialogue with the learner, where questions can be asked; the learner is actively involved in the process.

At Tansley Primary School, we aim to:

- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

### **Effective Feedback Strategies**

The following strategies can be used to assess and provide feedback:

1. Verbal Feedback: This means the discussion of work in direct contact with the child/group of children. It is particularly appropriate with younger, less able or less confident children.
2. Success Criteria Checklists: Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. For example

Success Criteria Checklist	
Learning Objective: To improve mastery of art techniques to create a shadow and light	
Pupil	Teacher
I can draw the basic outline of the objects	
I can use diagonal and vertical shading to give shape to an objects	
I can use light and dark shading to create a shadow and show light	

### **Moderation**

Moderation is the process of bringing individual judgements into line with general standards and those throughout school and nationally. Moderation is carried out annually for Art with school.

### **Monitoring and Evaluation of the Art Policy and teaching and learning**

Monitoring and evaluation of teaching, learning and the curriculum enable us to:

- Find out about the quality of teaching and learning and standards of achievement
- Identify strengths and areas for development
- Identify areas for development and take appropriate action
- Ensure consistency in continuity and progression
- Provide appropriate support and resources
- Ensure the needs of all groups or children are addressed
- Share good practice

#### **The Headteacher monitors:**

- Long term, medium term and short-term planning
- Co-ordinates and monitors moderation of judgements
- Scrutinises assessment notes
- Ensures policy is implemented

#### **Subject Leaders monitor:**

- Long term, medium term and short-term planning
- Annual assessments when a summative judgement is made.
- Co-ordinates and monitors moderation of judgements
- Ensures policy is implemented
- Supports and guides teachers in teaching and learning of Computing.
- Monitors and evaluates practices in school
- Keeps up to date with latest initiatives, research and resources and communicate these to staff

- Attends relevant CPD
- Prepares, organises and delivers appropriate CPD

**All staff:**

- Complete weekly planning that indicates assessment focus
- Assess pupils work in each lesson and provide notes on planning
- Plan learning that is in response to assessment information
- Makes a summative judgement at the end of the year or upper/lower key stage for each child.

**Review and Evaluation of the Policy**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally. Equal Opportunities and Differentiation It is important when planning work in Art and Design that the teacher pays close attention to equal opportunity in respect of gender, race, the needs of the most able children and those children with special educational needs.

**Role of the Art Co-ordinator**

The role of the Art and Design co-ordinators is

- to co-ordinate the teaching of Art and Design within the school
- to be involved in the induction of new staff
- to monitor the use of the policy and scheme of work
- to ensure continuity and progression of the teaching and learning of Art and Design across the Key Stages
- to review the Policy and Scheme of Work
- to make staff aware of Art and Design courses on offer and encourage them to attend when appropriate
- to provide, where necessary, staff training and development
- to show by example good Art and Design practice

**Monitoring and Review**

Monitoring of the standards of children’s work and the quality of teaching in Art and Design is the role of the Art and Design Co-ordinator and the Senior Leadership Team in the following ways:

- systematic analysis of medium and short term plans
- classroom observations
- through samples of children’s work
- through areas of Art and Design identified for development through the School Improvement Plan.