

Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves



Art Policy

Policy to be reviewed as necessary within 3 years

Subject leader: H DANIELS

Agreed by Governors

Summer 2020

Due for review

Summer 2023

Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

Christian Values

Love

Hope

Forgiveness

Trust

Peace

Reverence

Justice

Purpose and Aims of Art

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring ideas and recording their experiences
- Become proficient in drawing, painting, sculpting 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

Organisation of Teaching

The art curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so everyone knows what we expect our pupils to achieve by the end of each topic, each year and each key stage. To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus for our teaching. These are explored in increasing depth as pupils move through the school.

- Use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space
- Learn about 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
- To use art books to record their observations and use them to review and revisit ideas

In Reception class art is taught as part of the Expressive Arts and Design area of learning within the Early Years Foundation Stage curriculum. Further details of how the Early Years curriculum is organised can be found on our Early Years policy.

In Years 1 to 6 art is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum for example in History, and Design Technology. The topics we teach are outlined in the curriculum map for art (see Appendix 1). This is published on our website.

To support high quality knowledge rich lessons, the school has purchased the Kapow Primary Art and Design Scheme. All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

Knowledge Organisers

Every topic has a knowledge organiser. This outlines the core knowledge taught within the topic, links to the national curriculum, artist links, photographs of key content, prior learning, lessons sequence, how many hours of teaching time allocated to the topic and the key vocabulary pupils are expected to understand and use. All pupils have a copy of their knowledge organiser in front of their art books and these are used to help pupils remember the key concepts and reflect upon their learning. Knowledge organisers may also be taken home to support learning. All knowledge organisers can be seen on the relevant class pages of our website.

Teaching Time

Art is allocated the following time on our weekly timetables. Timetables are published on our website every half term.

Early Years Foundation Stage: 1 hour

Key Stage 1: 1 hour

Key Stage 2: 1 hour

The Teaching of Art (Implementation)

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to art.

- Teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and texts
- Use of quality art resources and other sources of information
- Exploration of artefacts available in school or sourced from local libraries
- Pupil discussion, investigation and problem solving
- Regular review of previous learning or linked topics to enable pupils to remember key concepts. This may involve quizzes or other games to help embed knowledge and vocabulary
- Analysing information, making and testing artist techniques
- Using drama, role play, music and art to express and explore pupils' knowledge and understanding
- Recording learning in art books including opportunities to reflect, analyse and evaluate
- Trips to local places of interest, for example Southport Atkinson, Walker Art Gallery, Liverpool Tate, Lady Lever Art Gallery

Resources

Teachers use the following schemes of work to support the teaching of art.

- Kapow Primary Art and Design Scheme

Curriculum resources such as clay, modelling tools, paint, pencils, chalk, glue, card, cartridge paper, collage and craft materials are stored in the art cupboard.

Recording Learning

In art, pupils record their learning in the following ways:

- Art books
- Displays.

Meeting The Needs of All Pupils

All pupils are entitled to a broad and balanced curriculum that meets their needs. Art is taught in class groups with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth
- ask pupils to apply their knowledge to a different situation
- go further by asking them to explain their thinking to others or present their findings to a group

Homework

Homework is not usually given in art, but children are encouraged to research and read about artists or art and design techniques, for example printing, sculpting drawing techniques or painting skills.

High Quality Teaching and Subject Knowledge

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching (art in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching art
- mutual support and discussion with colleagues, including joint planning, team teaching and paired marking

In addition, the subject leader for art stays up to date with developments in the subject through leadership training, and support from other subject leaders locally and within the LDST.

Assessment (Evaluating The Impact of Teaching)

Teachers constantly assess how far their pupils understand key concepts throughout lessons, mainly through questioning and observation. Quizzes and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

Marking

Teachers may add a comment for the child to read or ask them to think again about an aspect of the lesson. Marking is always positive and helpful.

Pupils learn a lot from reviewing their own and each other's work. Pupils sometimes comment their own or each other's work (peer marking) or evaluate their own or their classmate's work. They do this in the context of mutual support and trust.

End of Unit Assessments

At the end of every topic teachers assess how far each pupil has understood the knowledge and skills involved. Pupils are assessed overall as either working towards the topic's objectives, meeting the topic's objectives or meeting the topic's objectives at greater depth. This is recorded in the following way.

- ✓ working towards understanding the objective
- ✓✓ understood the lesson objective
- ✓✓✓ understood the lesson objective at greater depth.

The art assessment sheet can be found at the front of each pupil's art book.

End of Term Assessments

At the end of every term, teachers evaluate the achievement of each child in their class in art. They record this on a school data base. This helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap.

End of Year Assessments and Reporting To Parents

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in art. A child's attainment in art is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class art comes under the Expressive Arts and Design area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers ‘handover’ their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

Monitoring and Evaluation

The subject leader for art monitors the quality of education regularly in accordance with the school’s monitoring timetable. This may take the form of :

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for art is fully evaluated and published. In addition, the subject leader evaluates how far art is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors. If, following school self-evaluation, it is agreed that art should be prioritised to significantly strengthen the quality of education, it becomes part of the School Improvement Plan. If this is the case, senior leaders and governors play a far more active role in supporting and monitoring the development of the subject. Additional resources may be targeted as necessary.

Role of Governors (from September 2020)

Every aspect within the School Improvement Plan has an allocated pair of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims. If art is not part of the School Improvement Plan for the year, lighter touch monitoring includes governors reviewing the progress of objectives in the action plan.

Appendix 1: Curriculum Map for art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Art and Design Skills		Formal Elements: Shape, colour and line		Sculpture
Year 1		Art and Design Skills		Formal Elements: Shape, colour and line		Sculpture
Year 2		Art and Design Skills		Formal Elements: Shape, colour and line		Human Form- Collage, portraits and sculpture
Year 3	Art and Design Skills		Formal Elements: Shape, colour and line		Prehistoric Art	
Year 4		Art and Design Skills		Formal Elements: Shape, colour and line		Sculpture
Year 5	Art and Design Skills		Formal Elements: Shape, colour and line		Every picture tells a story-Analysing Famous Artists work	
Year 6		Art and Design Skills		Photography		Making my voice heard- Sculpture