

Crich Carr Church of England Primary School



ART

SUBJECT Policy (V1)

January 2024

What is Art?

Art, craft and design are all ways to engage pupils creatively by using different media.

SECTION 1 - INTENT:

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

At Crich Carr CofE, we aim to:

- * Give children the opportunity to develop creativity through exploring art and design.
- * To learn about great artists, craft makers and designers.
- * To become proficient in drawing, painting, sculpture and other art, craft and design techniques.

We have developed a detailed intent document which further outlines our curriculum intent from reception to year 6. Please see the attached document. The EYFS statements in our intent document have been taken from the development matters document as well as the Early Learning Goals.

SECTION 2 - IMPLEMENTATION:

a) Planning

- Long term planning takes place over a multi-year cycle taken from our curriculum intent and is not strictly covered in every unit. Timeframes for units are based on the number of skills needed to learn.
- A long term overview shows coverage across school.
- Teachers plan units based on the intent document and links to the topic will be made where possible.
- Teachers to plan to cover all the intent statements/objectives when teaching a specific genre. For example, all the sculpture intent statements covered within the unit. Note that drawing can be covered over two blocks.
- The following of the intent document ensures that the art skills and knowledge are developed progressively throughout a child's time at school.
- Can you still activities (mainly verbal) at the start of each lesson to enable children to remember key skills/ artwork.

b) Format of a unit

- Teachers may opt to begin a unit with a pre learning task but only where they deem it useful to assess progress against.
- New artists are learnt at the beginning of each art topic and their artwork is discussed and evaluated.
- Children are taught new skills along with building on prior learning. New vocabulary and skills are shared and explained to the children.
- Children create a piece of art applying taught skills.
- Children evaluate their art work. This is sometimes done verbally throughout the art unit (discussions).

c) Format of a lesson

- Memory- the beginning of the lesson starts with a 'can you still?' These recap previous artists or skills where it is appropriate to the children's learning. This is usually done verbally.
- Reminders of 'What is art?' and why we do it touched on in each lesson.
- Clear learning challenges discussed and displayed for each art lesson taught.
- New learning is taught and modelled well in small steps.
- Differentiation is mainly based on outcome, but support, challenges and peer coaching is provided wherever necessary. This should be determined by the class teacher.
- Children have the opportunity to practice skills and record these either written or through photos.

d) Pupil outcomes and books

- Date and learning challenge visible for each lesson and recorded when working in books.
- The final piece of art shows that children have applied the skills learnt throughout the unit.
- A clear focus on one aspect of art – such as drawing or painting. Areas of the curriculum are sometimes crosses over such as drawing and sculptures together in a unit.
- Clear learning challenges.
- Learning focused objectives from the curriculum intent (and topic where links are natural).
- Examples of progression of a topic over time.
- Evidence of exploring work of artists with some level of analysis and evaluation of it.

e) Marking and feedback

- All work should be acknowledged.
- The most effective marking in art is verbal feedback which should be recorded with VF.
- Next steps given based on the class teacher's judgement when appropriate.
- Children given the opportunity to reflect on next steps (when given) using green pens.

f) Assessment

- Children will be assessed based on those who are secure and those who are not secure. Rest assumed to be at the expected level.
- Children are continuingly assessed throughout the lesson mainly using verbal feedback. Support is given to children who need it and challenges or next steps provided for more able children.

g) SEND and Inclusion

See the 'Differentiation' and 'Inclusion' sections of the Curriculum Policy.

h) Early Years (EYFS)

- All the early years statements on our art intent document are covered through the discrete art units on the curriculum overview over a two year cycle.

- Although the children work towards the same outcome as our Year 1 pupils – through the same process – many of the outcomes for FS2 pupils are either collected verbally or recorded by an adult on behalf of the group. For example, the evaluations during a unit might be recorded verbally in sketchbooks. This is so the focus of the learning is on art and not writing.
- As children become more fluent in writing, some might begin to record their ideas themselves in the sketchbooks.
- Children receive taught art lessons as a class and often then move on to adult-led small group work to complete their art work.
- Some of the early years statements in the intent document are covered through continuous provision activities so children regularly get the opportunity to practice and apply their learning. These are particularly developed through the creative and writing areas.

SECTION 3 - IMPACT

Monitoring and evaluating activities are carried out by the subject leader to ascertain in which this policy is followed.

- Lesson observations
- Book Look
- Assessment Data
- Pupil Sample
- Professional Dialogue
- Pupil Voice
- Staff audit of confidence / knowledge
- Learning walk – e.g. environment audit
- This will be recorded through 'subject on a page'.

Key question – is progress made over time?

Is progress made over a unit?

Do children know what the subject is and why we study it?

Have children retained and applied prior learning to new learning.

Do children enjoy lessons in this subject?