



Signed
C.H. Knight

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Art Policy

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

'And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.'

John 34-35

This policy document is a statement of the intent and principles for the implementation and learning of art at Woodford Valley C of E Primary Academy. We believe art is important because it fosters a sense of freshness, discovery and growing awareness of the world around us. It promotes fundamental qualities of imagination and self-expression which enrich learning and life. We believe it helps us to view the world and community around us with respect, to treat it with dignity and recognise the wisdom it has to offer.

'Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.'

Bridget Riley

Intent

The main focus of our policy is on providing a broad, balanced and creative approach to art education and ensuring the curriculum is an inspiring, challenging and enjoyable experience for all children to:

- engage with a variety of art forms, and to explore values, attitudes, feelings and meanings
- develop visual and tactile sensitivity and powers of observation, together with awareness of colour, form and space
- develop the ability to create, appreciate and make critical judgements about artworks
- encourage pupils to work independently and in teams, share experiences of the arts and present artworks to others
- increase active and independent involvement in cultural opportunities.

We strive to achieve our intent by:

- providing an art curriculum of quality, range and depth which stimulates and builds on children's art skills, knowledge and understanding
- giving children opportunities to design and complete artworks in a range of art forms and offer opportunities to explore the arts of diverse cultures
- creating a clear structure for assessing the progression of skills



- ensuring that teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts
- providing all children with the opportunity to exhibit their work
- taking and encouraging children to see work exhibited and performed by professional artists
- building partnerships and work with the local community and parents on art projects.

Implementation

In common with other subjects, our intent is to develop children's knowledge, skills and understanding in Art in a variety of ways, styles and contexts to meet the needs of all children.

Art is a visual and sensory experience and we teach using a variety of methods and learning styles in our art lessons. We believe in whole-class teaching methods and we combine this with individual and collaborative activities. We encourage pupils to explore opportunities to use colour, form, texture, pattern, sounds and a variety of media and processes to communicate what they feel, see and think. When a new technique is being introduced, it is recommended that the teacher demonstrate the technique and produce their own finished example to show the class. The teacher can then experience what the child has to do and also foresee any pitfalls.

We recognise the fact that there are children of widely different artistic abilities in all classes and we provide suitable support for those children who may need extra encouragement. We also recognise that art is an act of individual expression and creation and we therefore value every piece equally as a unique expression of that child's inner spirit.

Art Curriculum Planning

Each class has long-term plans which map the Art topics studied in each term during each key year. The units are based on the six disciplines of experience: drawing, painting, printmaking, collage, textiles and 3D. Each class also has medium-term plans which detail the method by which the unit or work will be implemented and the specific learning intent. Each class teacher plans and delivers lessons in drawing every term.

We plan the units in Art so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work we offer them, increasing challenge as they move up the school.

Foundation Stage

We teach Art in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the artistic aspects of the children's work to the objectives set out in the ELGs (Early Learning Goals) which underpin the curriculum planning for children aged three to five. Art makes a significant contribution to the ELG objectives of developing a child's growing awareness of the world as well as fostering their sense of wonder and creativity.

KS1 and KS2

We follow the guidelines of the National Curriculum and encourage children to develop their creativity and imagination through an exploration of materials, processes and progressively more challenging, complex activities. As they move up the school, children continue to develop their understanding of colour, shape, line, space, pattern and texture. Children will develop new skills and improve their control of materials, tools and techniques. They become progressively more confident in using visual and tactile materials and processes to communicate what they see, feel



and think. By the end of KS2, children will begin to show a critical awareness of the roles and purposes of art, craft and design in different times and cultures.

At Woodford Valley Academy we teach art to all children, whatever their ability. Art forms part of the school curriculum policy to provide a broad and balanced education for every child. Through our art teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account their individual learning styles. The richness and variety within the Art curriculum means that pupils with abilities in different areas will be able to achieve in this subject.

Cross-Curricular Links

Art makes a significant contribution to learning across the curriculum. Where there is a genuine link between subjects, cross-curricular links are made, and Art is brought into and taught in conjunction with other areas of the curriculum. Where this is the case, links are shown in teacher's planning for the curriculum areas involved. However, whilst art skills can be enriched by these cross-curricular links, Art is also a subject in its own right and it is taught discretely throughout the school.

Art Facilities

All classrooms have sinks and designated display areas. The school has an art 'gallery' which is constantly on show for visitors. The school makes use of the local church and the cathedral workshop. Woodford Valley is a beautiful area and a great source of inspiration and stimulation for art lessons.

Health and Safety

Activities are carried out in accordance with our Health and Safety Policy. Staff and children are familiar with all relevant and appropriate procedures.

Resources

Each class is responsible for its own basic resources: an A3 folder for each child's artwork, paper, pencils, crayons, paint, glue, assorted craft items and access to ICT for both design and research purposes. In addition, we have a central art cupboard with extra resources to support teaching for all key stages. A current audit is on display in the art store and all the storage boxes are clearly labelled. Examples of artwork are available; however, the internet provides a far greater choice and variety.

Progression and Continuity

In order to develop knowledge, skills and understanding in art, pupils progress through each of the six areas of learning: drawing, painting, printmaking, collage, textiles and 3D. This is provided by gradually extending the breadth of content, increasing the depth of knowledge and understanding and focusing on improving the quality of responses and outcomes. A simple framework is available for all staff. Staff meetings within school and lesson observations will help to ensure progression and continuity of learning in art and design for pupils transferring from class to class.

Impact and Recording

Children are assessed on their art knowledge, understanding and skills. Assessment is based on positive achievement and is focused on children's progress in the six areas listed above. Pupils are encouraged to assess their own work at the end of each lesson and view and comment constructively on the work of others. We also encourage positive and constructive peer assessment between the pupils.



A formal assessment of impact, from Y1, focuses on drawing skills. This ensures a more detailed whole progression of specific art skills throughout the school.

The purpose of assessing impact is to give children feedback on their learning, to monitor standards in children's work and to raise children's achievements.

Monitoring and Review

The Art subject leader is responsible for monitoring the standard of the children's work and the quality of teaching art. This is done through termly review of sketch books and artwork together with examples of teachers' lesson plans and learning intent to support the learning. The Art subject leader is also responsible for supporting colleagues in the teaching of art, for being informed about current developments in the subject and the development of art within the school.

This policy should be read in conjunction with all other curriculum policies.