

**Art policy**  
June 2022 update

**National Curriculum Aims:**

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.

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.

<b>Intent</b>	<p>At Abbey Meads we aim to provide children with a wide range of creative experiences from a very young age in order to fulfil their creative potential. We aim to equip them with the knowledge &amp; skills to experiment, invent and create their own works of art, craft and design.</p> <p>We feel that it is important for children to explore, build upon and record their own creative and imaginative ideas, so that they develop an understanding of art as a way to express themselves and communicate their ideas &amp; feelings. We endeavour to develop their imagination and creativity through a range of art mediums, and to see themselves as artists. We hope to inspire children to pursue aspects of art, which may lead to career choices in later life.</p> <p>We want our children to value art and promote this through our displays and examples of art in our school environment.</p> <p>We immerse children in the work of different artists during our special weeks and we also provide extra activities and clubs for those with an interest in art to allow them to pursue their interests.</p> <p>We believe that art should be taught as an integral part of topic work as well as a discreet subject, where specific skills &amp; processes can be explored and developed.</p>
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<b>Implementation</b>	<b>Scheme of work</b>
	<p>The school has a progression of skills, taken from the National Curriculum, which incorporates the six key elements of the art curriculum (colour, pattern, texture, line, shape, form &amp; space) within different units of art. It states the areas that need to be covered in each year group, but teachers decide the order in which they are taught and the context for the teaching. The progression of skills ensures that the children experience a range of mediums and that skills are built on within and across year groups.</p>
<b>Implementation</b>	<b>Planning</b>
	<p>Yearly overviews show which units will be taught in which terms and teachers break these units down into lessons on medium term plans. The progression of skills guides lessons to ensure children build on prior learning across the school.</p> <p>Medium term plans highlight how individuals/groups will be supported to ensure all children can access the art curriculum. They will also provide more details regarding which resources/materials children will be using, and any links that will be made to the work of artists and craftspeople.</p>

	<p><b>Teaching</b></p> <p>Children will be taught three art units of work a year; this ensures all elements of the art curriculum are built on in a continuous cycle across the school. All year groups investigate the work of an artist during the year. Teachers may also choose to teach additional art and design lessons in addition to these three units - these are often topic related activities.</p> <p>As a school we provide each pupil (Y1 &amp; above) with a sketchbook where they can explore &amp; record their ideas. KS2 pupils are required to record their observations/develop techniques in their sketchbooks in accordance with the National Curriculum requirements.</p> <p>Some art skills are taught as part of Special weeks.</p> <p>Some children, who show a keen interest in art or a talent, are invited to attend art club.</p> <p>Year 3 children all complete a variety of art activities in order to be awarded an Arts Award certificate from Trinity College.</p>
	<p><b>Assessment</b></p> <p>Teachers use formative and summative assessments to direct next steps in learning and provide targeted intervention where necessary.</p> <p>During lessons, teachers use questioning to guide lessons and to support and challenge learners.</p> <p>Teachers complete end of unit assessments to monitor the attainment of the whole class. These can be used to guide future planning or to build in extra sessions for specific skills. The art subject leader looks at end of unit assessments to gain an understanding of the attainment of children in art and design.</p>
	<p><b>Cross curricular</b></p> <p>Teachers plan to make cross curricular links where possible. e.g. using 'Work' by Ford Madox Brown to promote discussion about aspects of Victorian Britain, use of poetry/books in English to enhance learning about an artist or famous painting, science investigations into colour linked to the colour wheel. There are also cross-curricular links to D and T. Often children will revisit skills learned due to the links between these subjects.</p>
	<p><b>Home - School learning</b></p> <p>Homework projects are set by teachers to compliment topic work within school; children work on them at home with their parents and bring them into school to display &amp; present to their peers. Families are invited to workshops, family learning events and galleries of work (particularly following special weeks) to see the children's work and also to actively participate in art sessions.</p> <p>During open hours, parents are encouraged to view children's work in their sketchbooks/topic books, classroom displays and in the wider school environment.</p> <p>House cup competitions promote the value of art and encourage links between school and home.</p> <p>Children &amp; their families participate/contribute entries in order to win prizes for themselves and the house they represent.</p> <p><b>Monitoring</b></p> <p>The subject leader monitors the subject across the school. They follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in art.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p> <p>The subject leader looks at the class assessment documents at the end of the year to put this information together with the information from the subject monitoring during the year.</p>
<p><b>Impact</b></p>	<p><b>Pupil/Parent/Staff voice</b></p> <p>Children talk enthusiastically and knowledgeably about their art work and the art of others. They can talk about work of other artists and link this to their own pieces of art.</p> <p>Parents actively engage in family learning events and enjoy being able to work with their children on homework projects.</p> <p>Staff understand the progression of skills and feel well equipped to use this in their art lessons.</p> <p>Staff use the subject coordinator to support them with planning units of art to ensure they are of the highest quality.</p>

	Data
	End of unit assessments show that children are working at the appropriate standard within art and design. These assessments also highlight children working above the expected standard. Learning walks and book looks support these assessments to build an accurate picture of the level of art teaching and learning across the school.
	Book looks
	Book looks show a high standard of art and a broad and balanced art curriculum. Children take pride in their work and talk confidently about it. Book looks show that sketch books are used to explore and extend their art skills.
	Planning audits
	All planning meets the requirements of the NC within a topic based approach. Planning shows appropriate coverage of knowledge and skills, following the school progression of skills document.
	Learning walks
	Children are engaged in their learning and show enthusiasm for art. Lessons show they are part of a build up of skills and fit into the school's progression of skills document.