



## Sledmere and Wetwang Federation

### ART POLICY – January 2023

Adopted by Sledmere and Wetwang Federation Policy Review Group  
on

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors September 2024

## **Vision**

### **‘Learning and growing in the love of God’ (1 John 4:16)**

At Sledmere and Wetwang Federation our **intent** for our Art and Design is to give children an Art and Design curriculum which engages, inspires, and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Our **intent** is that all children:

- Achieve their potential.
- Experience high quality teaching and learning at all times.
- 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.

We **implement** our Art and Design curriculum through:

- In EYFS, we implement art through providing a wide range of media and materials in our environment. Children can choose ways to do things, and are given lots of opportunities to explore, for example, colour mixing and joining, supported by adult modelling and interaction.
- We explore a wide range of artist's work, supporting children to consider whether they like it or not.
- Our curriculum sequence of Assess, Teach and Re-assess.
- Visits and experiences focusing on art, artists and exhibitions.
- High quality modelling and scaffolding of art skills in order for all children to achieve excellence.
- Nurture and relationships allow adults to support children to experiment and challenge themselves.
- Learning journeys that reflect what is being taught.
- Learning that is high quality, showing a range of art and evidence the highest expectations.
- The use of sketch books to practise and develop art skills over time.
- Use of a range of high-quality resources and media.

The **impact** of our art approach is our children enjoy expressing themselves through a range of media and are proud of their creations.

## **Aims**

At Sledmere and Wetwang Federation our intention is to provide quality teaching and learning of Art to promote:

The core 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.

## **Objectives**

### **National Curriculum Subject Content Key Stage 1.**

Pupils should be taught:

- 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.

### **National Curriculum Subject Content 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.
- 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.

## **EYFS**

### **Early Learning Goal**

#### **Expressive Arts and Design – Creating with Materials**

By the end of the Foundation Stage (children at the end of the Reception year) children are expected to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

## Teaching and Learning

In Art, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. The teaching of Art is taught by the class teacher and forms parts of units of work that link to other curriculum areas. In Art, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the Art learning opportunities are consistent and as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

|                                             |                                              |                                                                                                                                                                              |
|---------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Possible pedagogical approaches used in Art | Behaviourism                                 | Direct teacher instruction; modelling of skills and techniques; demonstration                                                                                                |
|                                             | Constructivism                               | Inquiry-based learning; outdoor learning                                                                                                                                     |
|                                             | Social Constructivism                        | Teacher modelling; questioning; mix of individual, paired and group instruction                                                                                              |
|                                             | Liberationism                                | Pupil-led learning; opportunities to showcase learning                                                                                                                       |
|                                             | Learning, working and talking like an artist | Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist. |

### There is a mixture of practical work and theory within art:

- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work.
- Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others.
- Children look closely at the natural and man-made world and record what they see.
- Children have the chance to work individually and collaboratively.
- Children are provided with a variety of materials, tools, and resources for practical work.
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern.
- Children are taught to use tools safely and to organise and care for materials and equipment.
- Children are encouraged to plan and evaluate their work, questioning, comparing and explaining ideas.

Teaching sequence in Art is as below:

|                          |                                                                                  |
|--------------------------|----------------------------------------------------------------------------------|
| Teaching sequence in Art | 'Big Picture' and previous knowledge and skills remembered and understood        |
|                          | study of an artist (which may include independent research);                     |
|                          | critically evaluating the artists' work to inform own art work;                  |
|                          | experimenting and investigating with different techniques and media;             |
|                          | creating own artwork, applying new techniques, skills and media to own art work; |
|                          | critically evaluating their own artwork;                                         |
|                          | Improving work after evaluation.                                                 |
|                          | Reflection and re-cap of knowledge and skills remembered and understood          |

## **Planning**

The National Curriculum, alongside the school's Art progression document, is used to inform planning.

Class teachers write a medium-term plan for each unit using an agreed whole school format. The plans clearly state the objectives for the lesson.

Educational visits and visitors are used within units of work wherever possible to enhance the children's learning opportunities.

## **Assessment, Recording and Reporting**

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers will make judgements on the work carried out by pupils, using the National Curriculum statements and Art Progression document. Teachers will take photographs to evidence pupils' achievements and forward these on to the Art co-ordinator (these will then begin to form an exemplification portfolio of standards in Art). Progress against key objectives is tracked using the whole school Assessment Tracker - Target Tracker. Informal assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Assessment information will be used to inform planning, make improvements to future lessons and to share progress and attainment information with colleagues. This information will also be shared with parents/ carers in meetings and through our annual reporting system.

## **Equal Opportunities**

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

## **Key Roles and Responsibilities**

- The Governing Board has overall responsibility for the implementation of the Art Policy and procedures at Sledmere and Wetwang Federation.
- The Governing Board has responsibility for ensuring that the Art Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Board has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- The Headteacher will be responsible for the day-to-day implementation and management of the Art Policy and procedures of Sledmere and Wetwang Federation.

The Art subject leader is responsible for:

- ensuring progression and continuity across the key stages through the development of the long-term plan.
- supporting colleagues in the implementation of the medium- term planning and provide support within each unit of work.
- monitoring progress and standards within the subject.
- keeping up-to-date with developments in Art and disseminating information to the rest of the teaching staff.

Staff, including teachers, support staff and volunteers, will be responsible for following the Art Policy and for ensuring pupils do so also. They will also be responsible for ensuring the policy is implemented fairly and consistently in the classroom.

**Review**

This policy will be reviewed annually. Its effectiveness will be monitored by the Headteacher and governors and fed back to the Full Governing Board.