



Record of Policy Amendment / History

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BROOKFIELD PRIMARY SCHOOL

Art Policy

Intent

Art enhances our awareness and appreciation of the world around us. It develops recording and observational skills as well as encouraging imagination and creativity. Art provides opportunities for all pupils to develop their individual style and potential regardless of gender, race or ability. It promotes mental wellbeing and individual expression.

Article 29 of the UNCRC states: "The **education** of the **child** shall be directed to the **development** of the **child's** personality, **talents** and mental and physical abilities to their fullest potential."

All children will be given the opportunity to explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. They will also learn to evaluate and analyse creative works using the language of art, craft and design.

Aims of Art Teaching

- To enable the knowledge and understanding of the work of artists, designers and craft workers from various cultures and times to develop.
- To teach children a range of appropriate skills and expertise in the use of materials and equipment.
- To provide opportunities for personal expression and to enable children to make critical evaluations of their own work and that of others.
- To develop children's confidence and self-esteem, whilst also stimulating their imagination and creativity.
- To extend their range of visual vocabulary and aesthetic awareness.
- To develop their ICT capabilities.
- To help children explore the world at first hand using all their senses and so gain knowledge and understanding of the world in which they live.
- To foster a love of Art and a sense of success in their own work.

Implementation

Half-termly plans are developed by each year group. Whole unit plans and individual lesson overviews are developed to ensure coverage of the National Curriculum skills appropriate to each key stage and to ensure there is a progression of skills and continuity from Reception to Year 6.

Key Stage 1

In Key Stage 1, art skills are taught within discrete sessions. To promote the consolidation of learning in topic, class teachers often use aspects of topic work as stimuli for the art skill being studied. All art sessions have the children's artistic skills progression as the primary focus.

Key Stage 2

In Key Stage 2, art skills are also taught within discrete sessions. Class teachers may use aspects of topic work as stimuli for the art skill being studied but this is flexible and determined by the artistic opportunities afforded by the topic. All art sessions have the children's artistic skills progression as the primary focus.

The following factors are taken into consideration:

- Previous knowledge, skills and experience.
- Aims of the unit and National Curriculum expectations
- Safety and practical precautions

Each lesson should include:

- Creative opportunities
- Differentiation
- Progression and continuity
- Relevant vocabulary



Continuity and Progression

Our Progression of Skills Map is designed to ensure the art elements and processes are embedded and revisited across the children's time in school. Staff take time to speak with previous class teachers regarding any gaps or strengths in the children's art experiences. This information is shared at the yearly transition meeting.

Teaching Methods

Art is taught using a variety of strategies appropriate to the units being covered. This will include opportunities for:

- Teacher exposition
- Guided exploration
- Class, group and individual discussions
- First-hand experiences
- Practise and consolidation of key skills
- Provision of different stimulus and media
- ICT work

Assessment and Monitoring

Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations set out in line with the school's **Progression of Skills** document. Termly assessments of individual children are made on O-Track – specifically the children who are meeting age related expectations. This will allow the subject leads to know the percentage of children who are working at the expected standard across the school. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Resources

There are a wide range of resources available to support the teaching of art across the school. The art budget is renewed each year and staff can make requests as needed.

Monitoring & Review

The art coordinator will oversee the continuity and progression within annual and medium-term plans. They will also monitor the quality of teaching and learning through discussion with staff and observations as needed. The coordinator will support colleagues and share expertise. Children will be asked to share their experiences of lessons in a summer review with the coordinator. A summer art exhibition will take place for children to showcase their art work with visiting parents.