

# Chapel Street Community Primary School

## Art Policy Statement

July 2022

### Justification

Art, craft and design embody some of the highest forms of human creativity. At Chapel Street Community Primary School we believe that a high quality art and design education should engage, inspire, support 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.

### Intent

At Chapel Street we aim to ensure that pupils:

- produce creative work — recording experiences and observations, exploring and combining ideas, thoughts, imagination, senses and emotions
- explore, experiment with and enjoy a range of drawing, painting, sculpture and other art, craft and design skills and techniques, developing increasing proficiency and confidence
- learn to evaluate, analyse and discuss their own and others' creative works using the language of art, craft and design
- know about great artists, craft makers and designers and movements, and understand the historical and cultural development of their art forms.

### Implementation

Pupils at Chapel Street develop their art and design skills through both specific, skill-based art lessons and through applying their skills in any of the other subjects.

Learning art and design involves learning conceptual, social and practical skills. The children learn to reflect, to develop their own ideas and opinions, to articulate and critically discuss work in a supportive and respectful way. They learn to work independently, to collaborate, experiment and take risks, innovate and problem solve. They learn to experience mistakes not as failure, but as an opportunity to learn something new. They learn that there are often many ways to approach and improve things and that different people have different experiences, traditions and ideas to contribute. These are all developmental skills that are necessary for all our teaching and learning, in all curriculum areas.

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During their time at Chapel Street, children will benefit from a broad and balanced curriculum of art and design. They will experience and experiment with a wide range of materials as they explore art and design to grow and as artists. They will build a growing awareness of the art and design which runs through their own history, culture and other cultures as they are introduced to the world of artists and works of art.

## Cross Curricular Links

The school incorporates Art into a wide range of curriculum areas. There are opportunities to develop English skills during our art lessons by using specific key vocabulary and technical terms, discussing the children's own work and that of other artists. Art is closely linked with the History topics particular to support the repetition and embedding of key vocabulary and skills. Children will also be given opportunities to create artwork throughout the year which link into their Science, History and Geography topics where appropriate as part of class and corridor display work. They will be encouraged to use their PSHE skills when discussing their own and each other's art, offering feedback, support and encouragement to each other.

## Planning and Curriculum Content

The school plans for art during block half terms, which enables a clear build-up of skill progression. Over the half term there will be various art skills involved throughout the year groups which include drawing, painting, printing, collage, mosaic and sculpture. Learning objectives are taken from the National Curriculum for Art and the Focus Learning Challenge curriculum. Individual teachers develop Short Term Plans which include direct teaching points, key questioning, skills application, Computing skills application and clear differentiation. Art opportunities are also included during other topic areas where relevant such as Geography, History and Science.

## Recording and Assessment

Assessment of the quality of children's work and rate of progress will be through teachers' careful observations of the progression and final pieces of the children's work. The Subject Leader will regularly assess the quality of planning and judge against Medium Term objectives. The subject Leader will also examine a range of children's work to ensure delivery, high standards and progression using the Assessment portfolio that can be used to support moderation and standardisation across the school. An assessment piece will be carried out at the end of each Art topic, which is assessed against the National Curriculum and topic objectives. Teachers make their own assessments and notes each lesson for future planning. In EYFS, Key Stage One and Key Stage Two, assessment of children's attainment will be carried out by joint moderation of children's work between the Art Subject Leader, Year &/or Phase Lead and class teachers. Judgements will be made against National Curriculum Attainment Targets are recorded on the Assessment sheets as to whether the children are working below, at ARE or ARE+. Children in the Foundation stage will be assessed against the Early Learning Goals. The Subject Leader will analyse this data at the end of each topic and summative assessments will be conducted at the end of the academic year to monitor standards across all year groups.

## Resources

Art resources are located both Key Stage 1 & 2 Resource Areas, as well as the Art stock room. These resources are regularly re-stocked through annual audits which will lead to the purchase of materials for particular year group topics. We also provide a range of computing packages for art & design on the laptops and iPads; both key stage areas have Interactive Smart boards for children to use as well as a

Computer suite access. In Nursery and Reception there are craft areas in which the children can access anytime during continuous provision.

### Professional Development

The school will ensure that teachers and subject leaders have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts. Areas for development will be identified through CPD meetings, so Subject Leader team teaching and Artist workshops can be planned accordingly to support staff with model lessons.

### SEN and Opportunities

Our school will aim to provide for children of all abilities and backgrounds with a curriculum which allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability grouping as appropriate.

### Children with English as an additional Language

We will ensure that children who have English as an additional Language will be given extra support in class, as necessary, either from teachers or their peers} to enable them to gain the knowledge, understanding and skill progression required.

### Health and Safety

DBS information will be checked and carried out by the school office before any Art workshops in school. Risk assessments will be carried out before Art trips. The Subject Leader will ensure staff are aware of any health and safety points for materials and tools, and that teachers are aware of, and able to act on, any teaching the children need, and the use, handling and storage of tools and materials.

### Review

This document will be reviewed annually by the Subject Leader, staff and governors.

Lynn Liggett

July 2022

Review date; July 2023

