

Eccleston Mere Primary School

Art Policy



Approved by: V.Atherton / R Mugan

Last reviewed on: January 2020

**Next review due
by:** January 2023

Curriculum Vision Statement

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school.

Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

We aim to:

- Promote a love of learning.
- Offer memorable learning experiences that are fun and engaging.
- Develop independence, resilience and confidence within our pupils.
- To tailor our curriculum to make use of our locality, taking pride in the achievements of St. Helens and the landscape that surrounds us.
- Enable children to be creative and think differently.
- Prepare citizens who are ready to take on the challenges of the 21st Century.
- Provide expert teaching, set upon a backdrop of our safe, secure learning environment.

And in Art we enable this vision by:

- * Ensuring access to learning experiences which encompass a diverse range of art forums for all children, both within and in addition to the planned curriculum
- * Encouraging appreciation and understanding of contemporary and traditional art forms and practices from both within and beyond the U.K.
- * Encouraging children to create, interpret, respond to and perform with confidence and enjoyment
- * Wherever possible and appropriate, demonstrating to children how the arts can work in collaboration with each other or be integrated with other curriculum areas to enhance and extend learning experiences.
- * Fostering an expectation of success in children, encouraging them to meet their full potential.

Intent:

To encourage recognition of the importance of Art within the curriculum. To continue to develop and implement a range of teaching and learning approaches to motivate and inspire children and provide guidance through specific teaching of a range of techniques, materials and use of tools as appropriate to the stage of development and individual needs. Pupils will be given the opportunity to develop their I.C.T skills using a variety of graphics software.

How Work is Evidenced

In EYFS, work will be evidenced through observations made by staff on "2 Simple", as will their responses to questions and descriptions of their work. Artwork is also recorded in portfolios and books.

In KS 1 and 2 children create a sketch book to record their observations. Work is also displayed in classrooms and around school as are sculptures. Photographic evidence will be used when necessary.

An Art Portfolio contains examples of work from Nursery to Year 6.

Effective Teaching in EYFS / KS1 / KS2

In the Foundation Stage Children use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

In Key Stage 1 the children will use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, comparing them and making links to their own work.

In Key Stage 2 pupils will build on these skills and develop their techniques and awareness of different kinds of art. They will improve their mastery of drawing, painting and sculpture with a range of materials. Pupils will learn about great artists in history.

Assessment

During lessons, formative feedback will be used to gauge children's understanding and to inform future lessons. Summative assessment will be undertaken in the form of Foundation grids filled in by class teachers.

Sketchbooks will be passed on from Year 3 to Year 6 as a record of the children's experiences and ability.

Marking and Feedback

As per the Marking Policy, work will be marked on a lesson by lesson basis. EBIs and Next Steps will be given where appropriate and feedback constructive. This will be alongside verbal feedback during the lesson and for EYFS children. Due to the nature of artwork, marking may take the form of using sticky labels so as not to write on the piece itself. Self and peer evaluations may take the place of teacher marking on occasion.

SMSC / Cultural Capital / British Values

The Art curriculum lends itself to pupils developing their own self. It develops imagination and creativity in their learning and a willingness to reflect on their experiences, including nature and their environment. The curriculum develops the ability to enquire and communicate their ideas, meanings and feelings. We talk about how artists represent moral and ethical issues through their work, such as War painting. Children are encouraged to incorporate mutual respect, compassion and the consideration for others' work. Art lessons develop children's aesthetic appreciation, which evokes feelings of awe and wonder.

Learning Environment

Art lends itself perfectly to cross-curricular learning. Art is a tool with which to explore other subjects. Classrooms and the school as a whole can ensure that art is an integral part of the classroom which is vibrant, stimulating and interesting whilst deepening children's knowledge in a variety of subjects.