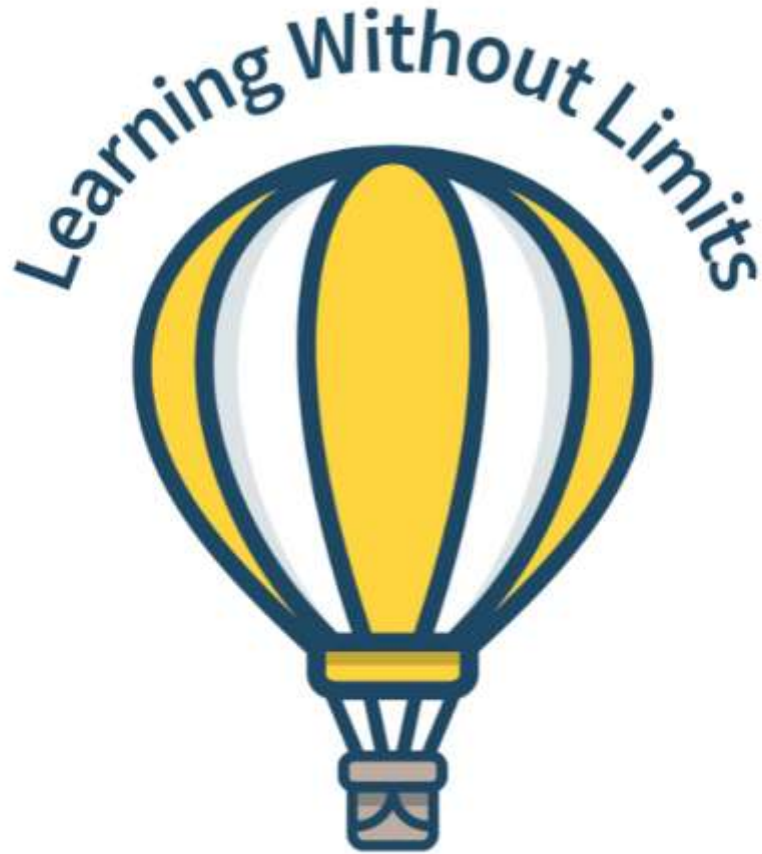


Dean Field School

Art Policy



Dean Field

Community Primary School

Written by: Fran Lees

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Intent

Our art curriculum is designed to offer all of our pupils a high-quality art education, which inspires them to develop creativity, self-expression and confidence. Our curriculum is designed to equip pupils with a range of artistic skills and contextual knowledge, which will enable them to create their unique pieces of art. Many of which are inspired by influential and famous artists, including artists local to Yorkshire. We aim to widen their cultural experiences and develop their appreciation of diversity within the arts. At Dean Field, we hope to inspire children and allow them to realise that a career within art is achievable.

Our art curriculum is organised into three key components that we feel will support our pupils in building and deepening their knowledge throughout their school life and make the learning stick. The three main components are the art of drawing and painting, printing and sculpture. Children will explore and create with many different mediums to extend this knowledge, such as mixed media, collage, 3D forms, and digital art. Opportunities are provided frequently to celebrate the children's artistic achievements to enable them to grow in confidence throughout their school life. When pupils leave us, we aim to have formed a strong foundation of art skills through a range of different tools, skills and knowledge, which they will build upon as they become young artists their own right.

Implementation

The teaching of Art and Design begins in the Early Years where children develop a good foundation of core artistic skills through a mixture of child initiated and adult directed activities linked to our main components. Children are given the opportunity to explore materials and techniques. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children begin to be exposed to the study of artists and the study of key works of art. Children begin to use language of art and design to share their creations and explain the processes they have used.

In year 1, children begin to use sketchbooks. Sketchbooks are a safe place to explore and practice without fear of making mistakes. All classes have a class sketch book. A place for the teachers and support staff can be artists and explore too. This is opportunity to model techniques for pupils also. Children are taught sketchbooks are a work of art and they begin to use these to record progress and ideas. In KS1, children build on their learning from EYFS, refining their key skills with a more structured approach. Children develop a wide range of art and design techniques. They learn about colour, pattern, texture, line, shape, form and space and they use a range of materials creatively to design and make their own works of art. Children dive deeper into contextual knowledge through artist studies and they are given the opportunity to think like an artist to create their own unique creations. Children learn about the work of a range of artists and craft-makers, describing the differences and similarities between different artists, styles and disciplines. Children are encouraged

to think like an artist by making links and comparisons to key works of art and their own.

In KS2, pupils continue to develop their use of sketchbooks to record their observations. They use them to review and revisit ideas, enabling them to re-cap prior learning. Children begin to use sketchbooks more freely to expressively present their thinking. We encourage pupils to take ownership of their sketchbooks. In KS2, children improve their mastery of art and design techniques with a range of materials. They dive even further into their contextual studies to learn about great artists, architects and designers in history which act as stimulus for their own creative ideas.

The planning of the art curriculum began with the EYFS Framework and National Curriculum. A comprehensive progression map has been created and developed over time, which considers pupil voice and the context and needs of our children. We work alongside our Artist in Residence who has a wealth of knowledge and skills to assist pupils, as well as teachers. Each year group follow the long-term plan, whereby they will study a different key component of art during each term. Our Artist in Residence teaches a different year group every half term. Teachers use and follow medium term plans to ensure they know what to teach and when. The medium-term plans contain the three types of knowledge in art, prior knowledge and progression, vocabulary, key learning points and questions. They also include formative assessment opportunities through questioning.

Inclusion

Art and design is inclusive. All pupils are given the opportunity to go on the same creative journey regardless of ability or access. We aim to develop cultural capital through school trips, workshops and visitors.

Art and design is creative and can boost self-esteem, give learners the agency to develop and communicate their ideas, observations. Art and design connects learners to the wider world in ways that other subject areas may not.

KS1

Key Stage 1 builds upon what was learnt in EYFS with further opportunities given to develop fine motor skills, experiment with a broader range of media and become more independent artists. There should be regular opportunities for learners to practise their fine motor skills as well as regular opportunities to experiment, for example mixing primary colours. Practical activities should be accompanied by visual resources including videos, photos or examples of artwork. Additionally, any new vocabulary should be introduced, displayed and used in context by adults regularly. Equipment should be broad-based, so that all can access the lesson. Independence should be nurtured.

KS2

Key Stage 2 builds upon and expands learners' knowledge of art and design, providing them further opportunities to learn the subject. All learners benefit from being taught and modelled how to use a sketchbook, including annotations, sketches, collages, mock-up and final outcomes. The contextual side of art is expanded upon to include architects in the range of artists and designers. Learners will start to develop an appreciation of artists and designers as they look at similar and different ways artists have worked across time and contexts. Learners will continue to experiment and revisit art and design techniques and methods to improve their mastery allowing them to be confident with their experimentation and expression of ideas.

SEND

When planning, teachers must consider how to make the goals in art accessible and inclusive for individual learners. Potential barriers should be anticipated and ways to overcome these should be identified. Teachers should consider the factors such as the use of equipment, the environment, gaps in knowledge, skills and vocabulary and any literacy difficulties. It is a balance of adult support whilst promoting independent learning.

(For more, please read '**Teacher Handbook: SEND. Embedding inclusive practice. NASEN. A Thompson & K Walsh. Crown 2020**'.)

Impact

Monitoring

The subject leader is responsible for monitoring the standard of the children's work and quality of teaching in the arts, developing the assessment and ensuring progression and continuity within the subject. This is carried out through a combination of Deep Dives with the SLT, book-looks, learning walks, lesson visits, speaking to children and teachers.

Information gathered through monitoring informs the next steps for developing the arts in school. The arts action plan is a working document that is added to and amended according to the outcomes of monitoring.

The subject leader will support colleagues in their teaching, inform staff of any current developments in the subject and provide direction for the arts across school.

Assessment and Feedback

Formative Assessment

Teaching staff will closely monitor the children's work during art lessons. They will address misconceptions that arise in a timely manner through additional modelling or support. They will also provide challenges for pupils that show exceptional strengths

during lessons. Teachers will discuss ideas/work/techniques/skills and question children to deepen their artistic development.

Summative Assessments

EYFS

Videos, photographs and observation are kept of the children's work on Seesaw as evidence. Assessment in this area of learning is used to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps.

Year 1-6

Summative assessments take place through on-going teacher assessment against the National Curriculum and skills progression document. At the end of each term and at the end of the academic year, teachers make a judgement and input this on to Target Tracker.

Feedback

Verbal feedback is key in the arts. Teachers will provide opportunities to discuss children's work with them and question them to deepen their artistic ability. Peer feedback is also built into lessons to allow children to appraise and evaluate each other's work. Sketch books are a personal space for children to develop their ideas and creativity so written feedback is not provided. Targeted tasks can be provided to develop the children's skills and evidenced in their sketch books rather than written feedback from teachers.