



KINGSMOOR LOWER SCHOOL

ART POLICY (2023)

At Kingsmoor, we want our children to enjoy and develop their creativity by using a range of stimulus and resources. Through experimenting with a range of media they will develop their confidence in their artistic expression, observational skills and techniques to communicate their feelings and imagination. We feel it helps to develop their motor skills, decision making and evaluative skills. Different artists and Art from other cultures is studied during their time at Kingsmoor to extend and enrich the learning within topics.

Art Planning

The National Curriculum is used as the base of Art curriculum planning, The National Curriculum prescribes that at 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 their imagination and share their ideas and experiences.
- To develop a wide range of Art and design techniques using colour, pattern, texture, line, shape, form and space.
- To develop a knowledge 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, 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.
- About great artists, architects and designers in history.

Implementation – Planning and Teaching

EYFS

The Early Years Foundation Stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes Art, designing & making, dance, role-play and imaginative play. The range of experience are imaginative and enjoyable.

In the Early Years Foundation Stage pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and

creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of different materials and techniques. At this stage pupils use colour, shape, pattern, and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and Art from a variety of cultures. They explore how the Art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 the pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of Art from historical periods and begin to ask themselves about the purpose, creation, materials, and significance of a variety of new artists and Art works. Pupils' experiences at this stage enable them to understand the diverse functions of Art in the wider world. We have a two-year rolling programme in Key Stage 2 and different artists are studied each year.

Art and Design is embedded into the planning and may be taught discretely or as part of a wider topic. Teaching and learning time is managed effectively to allow children to work on pieces of work, involving time to experiment with materials and resources. The work carried out will be thematically and subject linked where possible and appropriate. These are documented in year group plans and curriculum overviews.

Learning environment

Activities are organised at the teacher's discretion, according to the topics and themes being studied during the school year.

Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Planning for Art and Design is provided for in medium and long-term plans.

Contribution of art in the core curriculum

English – Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths – Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing – I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE – In Art lessons, children are taught to discuss how they feel about their own work and the work of others.

Displays

The school promotes the displaying of artwork in classrooms.

It can influence how children feel about their environment, convey standards, and promote high expectations.

We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school, and respond to the children's interests.

Equal opportunities.

Teachers ensure that all children are able to access the curriculum through planned and differentiated lessons and resources.

Teachers ensure that all children are able to access the art curriculum and support is provided through differentiated resources and focus activities where need is identified to both support and challenge the pupils within their work.

Assessment and recording.

Assessment and feedback to pupils is usually carried out by observation and oral feedback during the lessons.

In Key Stage 1, evidence will be kept in large floor books, creating a portfolio of examples collected during the year for each Year Group.

At Key Stage 2, pupils show their progression of Art skills in their sketchbook with photographic evidence of art work also being included.

Images of Art work from different year groups will also be added to the school website.

Equipment and Resources.

Each classroom has basic art resources maintained by the individual teachers.

Some Art and DT resources are also stored in the DT room. A list is available on the Shared Drive for each teacher.

The Subject Leader is responsible for ensuring that all necessary resources are available. Staff will inform the Art lead if any replacement or new resources are required.

Impact

We measure the impact of our Art curriculum using various formative methods of assessment, including self and peer assessment. Children are able to evaluate one another's work, offering constructive advice and points of development. Children's work will be evidenced using on-going sketchbooks and classroom displays.

Monitoring and reviewing.

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

The subject leader will offer support to colleagues and share their expertise and experience where possible.

They will encourage staff and pupils to be creative and advise teachers