



Heatherley Primary School

Art Policy.

Subject Coordinator: Natasha Brown

The Curriculum Policy for Art

Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

This policy outlines the **Intent**, **Implementation** and **Impact** of Art here at Heatherley.

The **Implementation** of this policy is the responsibility of all teaching staff. The school policy for Art reflects the consensus of opinion of the whole Heatherley Community including teaching staff and Governors.

Intent

At Heatherley Primary School, we recognise that Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

The Art and Design Curriculum is pivotal to our curriculum delivery and ensures that our pupils are immersed in a vibrant environment and have access to the rich cultural heritage that our nation and world affords.

Every child deserves the opportunity to express themselves creatively using their imagination and own ideas. By developing their wider subject knowledge and the fundamental art skills, they are able to see what is possible when we broaden their artistic horizons.

Implementation

Art is taught in blocks every term by the Class Teacher. Our Art and Design Progression Grid is taken from the National Curriculum and has been added to where necessary to meet the unique needs of our pupils. As the National Curriculum prescribes, these statements span Years 1 and 2, Years 3 and 4 and Years 5 and 6.

The Art Scheme of Work prioritises knowledge of key artists and prominent periods of art history from British artists as well as other internationally renowned artists.

The Art Scheme of Work breaks year group learning down into eight main areas; exploring

and developing ideas, drawing, painting, sculpture, collage, textiles, printing and the work of other artists. Key skills are then clearly set out enabling teachers to understand the precise requirements of each strand within their year group. The Subject Leaders have also prioritised and highlighted the pre-requisite vocabulary needing to be taught in order to fully immerse pupils in the subject.

Children will become confident and proficient in a variety of techniques. They should be able to think critically about art and design, including their own. Through gaining knowledge of famous artists, they should develop an understanding of how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation. As they progress through each year group, they will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve.

The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. Children are reflective and evaluate their own and each other's work, thinking about how they can make changes to keep improving.

The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year. Children are assessed against the 'I know...' statements, developed alongside the curriculum lead.

The class teacher teaches artist studies in blocks every term. Class teachers ensure that wherever possible, the skills they acquire during the studies are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. For example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures.

Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks.

Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption to quality-first teaching. Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Extended Curriculum Opportunities

- Extra-curricular activities, including after-school clubs, are on offer for pupils who show an interest in or flair for Art.
- Where appropriate educationally focused visits across the Key Stages will be planned, providing pupils with a range of experiences incorporating Art within the wider context of the year group topics.
- Opportunities for children to express themselves emotionally through the medium of Art to support mental health and wellbeing.

Impact

Our pupils demonstrate confidence independence, resilience and a real thirst for learning in Art.

Our pupils can appraise significant works of art to build their interconnected understanding of art chronology and expertise. Our pupils leave us, being able to articulate favourite artists and know key periods of art history in order to prepare them well for the requirements of the Secondary School curriculum.