



Policy Title: Art

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Fiona Beharall

Responsible Committee: SD Committee

Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in Art, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will apply principles of quality first teaching such as reducing cognitive load and providing scaffolding. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech). Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

Spiritual, Moral, Cultural and Social Development

Opportunities to nurture the spiritual, moral, cultural and social development of pupils through the Art curriculum are identified on planning.

Spiritual development in Art: respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect on one's own and other's preferences and ideas.

Moral education in Art: recognise right and wrong ways to handle equipment and to discuss ideas and plans with others where appropriate. Pupils will be expected to offer reasoned views about plans they have made and reflect on ways in which finished work could be improved.

Social education in Art: develop an appreciation of diverse viewpoints particularly when planning, developing and evaluating each other's' work.

Cultural education in Art: develop pupils' appreciation of the different cultural influences that exist in Art, encourage pupils to take part in cultural opportunities and understand, accept, respect and celebrate diversity.

This policy has been written to formally record the teaching, monitoring and assessment of Art at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the Art curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the Art curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff

Intent

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the purposes of the National Curriculum (2014) in Art, which looks to provide every child with:

"..a high-quality art and design education to engage, inspire 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."

Through the learning and opportunities, we plan for at Lantern Lane, and through rigorous formative assessment, we aim to support each child in the development of each of the following key aims of the Art curriculum:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of Art, we intend the following:

At Lantern Lane, we value art. Our high-quality art and design curriculum engages, inspires and challenges pupils, giving them the opportunity to relate to others through artists, craftspeople, designers and their work; they learn to both appreciate this aspect of life and to take an evaluative approach to the work they encounter and produce in response. Through experimenting, inventing and creating their own works of art, craft and design, they learn about themselves and see the value of continued hard work. 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. They are encouraged to engage & be enthusiastic whilst facing the challenge of developing new skills.

Implementation

We use the National Curriculum scheme of work as the basis for our planning in Art but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Learning in Year 1 to Year 6 is arranged termly and the children take a 'learning journey' that is frequently linked to their learning in geography and/or history. When relevant, further links to other subjects will be made in the interests of deepening understanding.

The subject leader has written and continually reviews the curriculum map for Art. This details the objectives and skills to be taught for each year group. Teachers use the curriculum map for their year group, and knowledge of prior learning from the curriculum map, in order to develop a coherent and comprehensive conceptual pathway through the new learning.

Art will engage the children in a broad range of creative activities, which involve a variety of methods. Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. All children access a breadth and balance of experience. Care is taken to ensure that the artists learnt about cover a diverse range of people and the use of multicultural stimuli wherever possible enhances and enriches learning in art.

Sketchbooks are used across school and are an area of the art curriculum we are developing. They record the thinking process which often leads to art outcomes. The sketchbooks are used for many other things aside from sketching, including: key words, pieces of fabric or material found, objects, colours, photos, texts, rubbings and annotations. Drawing is usually the main content of these books and has purpose if used for perception, for invention, for communication and for action. The sketchbook is very important for this and it is also a place where children can record their ideas, their thinking, their evaluations, their experimentation, as well as their individuality. The sketchbook is not a place for any written feedback from the teacher; we feel very strongly that it belongs to the child. It is a space where children can freely express, create, develop and learn. The sketchbook should be at the centre of their creativity.

We recognise that in all classes children have a wide range of ability in Art, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants/teachers to support children individually or in groups.

What good teaching and learning looks like in Art at Lantern Lane:

	Teachers:	Learners:
EYFS	<ul style="list-style-type: none"> • Provide regular opportunities to enable children to engage with the arts, enabling them to explore and play with a wide range of media and materials • Model and teach age appropriate subject specific vocabulary • Provide opportunities for children to express themselves and record their observations and ideas • Teach the children about the work of artists from a broad and diverse field 	<ul style="list-style-type: none"> • Show curiosity in visual and tactile stimuli and in their own discoveries • Explore digital, 3D, 2D, large and small scale art, inside and outside • Express imagination and record observations through drawing • Develop an interest in the people who create art, craft and design • Concentrate when challenged by something new • Co-operate when working with adults and other children when working collaboratively
Year 1 to Year 6	<ul style="list-style-type: none"> • Attract and sustain pupils' interest by drawing on their own creativity, use of the classroom, and resources made for pupils • Successfully bring the art world into the school • Enable pupils to work independently, creatively and collaboratively • Use annotated work by creative practitioners to show pupils how to review and assess their own work 	<ul style="list-style-type: none"> • Handle a range of media competently and confidently • Use drawings to aid thinking. They enjoy using different drawing materials or techniques to record observations, recall memories or express imagination • Are curious about and appreciate the qualities of other artists, craft-makers and designers • Are reflective about their own development and the work of others

Feedback

Feedback in Art should be completed in line with the Lantern Lane Primary School Feedback Policy, with an increased focus on verbal and immediate forms of feedback in line with the nature of the subject.

When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, exploring an alternative media, or exploring ways of changing the colour to create more light or darkness.

Impact

The curriculum in itself is the progression model. We have a well-constructed, well-taught curriculum mapped out in Art at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in Art:

The curriculum is progressive and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then our curriculum is having the desired impact and children are making progress. Subject leaders undertake a full range of monitoring and evaluation in order to establish that our curriculum is having impact based on the below prompts.

How do we monitor that our curriculum is having impact?



Ref: Adapted for Lantern Lane based on work by @DynamicDeps

As our curriculum is the progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Quality Assurance	Subject Leaders and Senior Leaders Collaborative Quality Assurance
<p>Through own teaching, model key pedagogy for colleagues: Whole school development priorities relevant to subject area Key aspects of what a good lesson looks like in _____ Known areas of development Individual requests from class teachers</p> <p>Support teachers to: Interpret curriculum maps for subject</p>	<p>Is the curriculum being implemented as intended? Are the elements of what a good lesson looks like in _____ being used?</p> <p>Are all staff developing key priorities within the subject area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils?</p> <p>Monitoring and evaluation: Planning audits Lesson visits Looking at books Teacher and pupil voice</p>	<p>Discussion of subject leaders' judgements and evidence base through termly subject leader meetings.</p> <p>Joint analysis through: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by subject leaders monitoring and evaluation.</p>

<p>Plan well-constructed sequences of lessons which build on prior learning Develop own subject knowledge Reflect how well teaching meets what a good lesson looks like in _____</p> <p>Team teach</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>Collaboratively establish any CPD priorities which are whole/part school.</p>
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Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all children and strongly believe that all children are able to achieve in Art. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Early Years Foundation Stage (EYFS)

In EYFS, most intended topics are taught over half a term with links made, where appropriate, between both the prime and specific areas of learning. The specifics of what is taught is directed - in part - by the children themselves and their particular interests.

The EYFS framework (2021) states that Expressive Arts and Design requires children to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the processes they have used
- Make use of props and materials when role playing characters in narratives and stories

Children in the EYFS learn through a play-based curriculum which follows the needs and interests of the children. Initially, children will be becoming familiar with the unit and then following particular interests and topics related to their ideas. They will be exploring colour and how colours can be changed. They will understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. They will use drawings to represent ideas such as loud noises or movement, draw lines and circles using gross motor movements and use one-handed tools and equipment, e.g. makes snips in paper with child scissors. Children will capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in Art by observing teaching and learning in Art regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with Art developments.
- Keeps parents informed about Art as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in Art.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in Art are met effectively.
- Keeps the school's policy for Art under regular review.