



*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

ART POLICY

**Policy Lead
Committee:** Local Academy Committee

In consultation with: Senior Leadership Team

Approved by:

M. Creed, Chair of Committee

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1. Introduction

We value pupils' education and aim to provide a broad and balanced Art and Design curriculum that is accessible to all. We do not tolerate discrimination of any kind and our Art and Design curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society, alongside the wider school curriculum.

Our Christian Vision, 'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love.' is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour." This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world.

We have designed our Art and Design curriculum to be inclusive, inspiring and nurturing with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. We believe that this Art and Design curriculum offers the opportunity for good quality Art and Design lessons and experiences. It provides children with the opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We encourage children to appreciate their environment and to develop an understanding of their impact upon the local community and the wider world.

A high-quality art education equips our children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging them. As artists, children are taught to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they learn to understand how art has changed their landscape, culture and history.

At Bream C of E Primary School, our vision puts the children at the centre of all we do. Our understanding of the individual child underpins their learning journey. We have high aspirations for every child and we want to help them to be caring, confident and curious young people, with a passion for learning and the ability to achieve their potential.

Our school curriculum is underpinned by the Christian Values that we hold dear at our school. These are forgiveness, truthfulness, friendship, respect, courage and trust. They help us to support the pupils social, spiritual, emotional and cultural development.

2. Aims

Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing British Values:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.



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- Democracy.
- Rule of Law.
- Individual Liberty.

The aims and objectives of Art at Bream C of E Primary School:

- To support our children in becoming caring, confident, curious learners.
- To provide teaching that will allow all children to reach their full potential and experience success.
- To develop pride and enjoyment in their artistic and creative abilities.
- To support understanding and knowledge related to the practical and aesthetic aspects of their experience of the world around them, including the influence of artists' achievements of different cultures, past and present.
- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To help children achieve their creative potential in both two- and three-dimensional work, working on a variety of scales.
- To provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.
- To develop children's knowledge of materials by allowing them to experiment freely and to support them to use materials sensibly and safely.
- To ensure that children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment, enabling them to develop and improve their own ideas.
- To explore ideas and meanings in the work of artists, craft people and designers and help them to learn about their different roles and functions of the art and design in their own lives and in different times and cultures.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage children to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.
- To form a sound basis for further study at key stage 3 and beyond.
- To be fully inclusive so that all children can access a high-quality Art curriculum, through learning tasks that are appropriately matched to their abilities, providing suitable learning opportunities and challenge. To support and improve children's confidence, perseverance and self-evaluation.



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3. Planning and Progression

Each year, the children will follow the school's agreed units set out in our progression document. These are all closely linked to the National Curriculum and shows a clear progression of practical knowledge. The progression documents have inclusion as a golden thread and our Rosenshine pedagogy woven throughout.

The medium-term planning documents will indicate what is being taught during that half-term, as well as the learning objectives being achieved. Staff will then plan their individual lessons for children, based on their knowledge of the children's ability and previous learning.

Staff will use Kapow as a starter for planning and delivering well-structured and engaging lessons, with a range of high-quality resources to support learning and achieve lesson objectives and outcomes for all pupils. Staff will also be aware of the previous learning to ensure consistent progression throughout each unit, with learning being built upon at all times.

Enrichment activities are encouraged within the curriculum and we also offer a range of art related clubs after school and during lunch times throughout the year.

4. Assessment

All children, when learning and being taught Art should experience achievement, success and progression. Pupils' work is assessed informally on the basis of observation during the lesson, monitoring, the use of questioning, through peer- and self-assessment, by developing ideas, finding evidence of creativity, through problem-solving and focusing on the aesthetic quality.

Photos are taken and all children have an art sketchbook which goes with them through the school. The progress and attainment are then recorded onto our school tracking system, Insight. Both verbal and written feedback is given with examples of good practice shared to encourage and motivate as well as being used to address any misconceptions.

Teachers make long term assessments towards the end of the school year, and they use these to assess progress against the learning objectives on Insights. Teachers report to parents around the effort and attainment made in Art on the end of year reports.

5. Special Needs and Greater Depth

All pupils at Bream C of E Primary School are taught Art whatever their ability. It forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support/challenge given, taking into account the targets identified on any plans/EHCPs. Specific tasks are carefully differentiated when required to meet the individual needs.



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6. Resources & Health and Safety

Teachers use a variety of high-quality resources, starting from Kapow, merged with the school's own art scheme, which best reflects our diversity of learners, to deliver the Art and Design syllabus following the National Curriculum.

Safety is of paramount importance and it is the teacher's responsibility to be aware of safety issues in all Art activities by:

- Providing a safe working area (furniture, materials storage, tool maintenance)
- Teaching and implementing safety rules and good practice.
- Ensuring the safe and correct usage of tools and materials.
- Ensuring working areas are kept clean and tidy.
- Considering storage of partially completed work.
- Ensuring the correct disposal of waste.

The teacher is responsible for ensuring that children are adequately supervised at all times and that other adults working in the classroom understand safety rules and maintain rigorous safety standards.

Safety rules and safety issues should be taught to all children within each unit of work.

7. Monitoring

Monitoring of the standards of the children's work and of the quality of teaching in Art is the responsibility of the subject leader and SLT. The work of the subject leader also involves supporting colleagues in the teaching of Art, being informed about current developments in the subject, attending any relevant/high quality CPD, and providing a strategic lead and direction for the subject in the school.

This policy is available on the school website: www.breamcofe.co.uk/policies.

Paper copies are available on request from the School Office.