

Sherwood Primary School

Art Policy



September 2024

# Sherwood Primary School

## Art Policy



### Sherwood Mission Statement

We are Sherwood. Each of us unique. As one family, we thrive and excel together.

### Sherwood Curriculum Vision

At Sherwood, we aim to provide a creative, vocabulary-rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Sherwood Values

We have six core values that underpin life and learning at Sherwood Primary School. Our Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

### Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion, socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

### Purpose of study

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art activities, they learn to make informed judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art in both contemporary life and in different times and cultures.

The arts are important in our everyday lives. Within this wider curriculum, understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives. With this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards the arts that will stay with them.

### Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Art. It reflects the essential part that Art plays in the education of our pupils. It is important that a positive attitude towards Art is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum requirements.

### Scope

This statement of policy relates to all pupils, staff, parents and governors of Sherwood Primary School. The age range of pupils from 4-11 must be acknowledged in the creation of policy and the development of the Art curriculum.

### Principles

The principles of Sherwood Primary School for art are:

- policy and provision are evaluated and reviewed regularly.
- resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the SDP.

- the governing body of Sherwood Primary School discharge their statutory responsibility with regard to Art
- cross curricular links will be highlighted where appropriate
- planning of Art ensures continuity and progression across all year groups and key stage

## Aims

Although relating specifically to Art, our aims for the subject are also in line with the school's general aims.

We aim to provide the pupils with an Art curriculum which will produce individuals who are creative, independent, inquisitive and confident. We support children in developing oracy, engaging in purposeful dialogue and discussion. We aim to provide a stimulating environment and excellent resources so that pupils can develop their creative flair to their full potential.

It also provides the materials and means for creating new imaginative worlds to explore. Using the National Curriculum 2014, Development Matters in EYFS, formative teacher assessment for each unit, sketchbooks and the Suffolk Scheme of Work, it is our aim to develop the skills outlined below.

During the Foundation Stage, we aim that pupils:

- Develop their creativity and imagination by safely using and exploring a variety of materials, tools and techniques
- Experiment with colour, design, texture, form and function
- Share their creations, supporting language and vocabulary development, to explain the process they have used
- Make use of props and materials when role playing characters in narratives and stories
- Feel secure and independent to try new experiences and feel confident to express creative ideas with all of their senses.

During Key Stage 1, we aim that pupils:

- Develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes
- Learn about the role of artists, craftspeople and designers from different times and cultures for differences and similarities
- Begin to understand colour, shape, space, pattern and texture and use them to develop their ideas – try things out and change their mind
- Experiment with a range of drawing media and explore ideas from first-hand observations
- Use class iPads to create digital images and effects
- Review what they and others have done and say what they think and feel about it.

During Key Stage 2, we aim that pupils:

- Use their developing creativity and imagination to question and make thoughtful observations about starting points and select ideas in their work.

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Build on their skills and improve their control of materials, tools and techniques
- Compare ideas, methods and approaches in their own and others' work and say what they say and feel about them. Adapt their work and describe how they might develop it further
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Experiment with ways in which surface detail can be added to drawings.
- Use sketchbooks to collect and record visual information from different sources. Annotate work in a sketchbook
- Draw for a sustained period of time at an appropriate level.
- Record, collect and present recorded visual information using digital cameras and video recorders. Use a graphics package to create images and effects.

### Provision

Pupils are provided with a variety of opportunities to develop and extend their art and oracy skills in each phase of education. We endeavour at all times to plan progressive activities that are challenging, motivating and support children to develop oracy skills through engagement in purposeful dialogue and discussion. In addition to the Suffolk Scheme of Work, cross-curricular opportunities ensure the enrichment of Sherwood's creative curriculum and breadth of study throughout the school.

The teaching of art at Sherwood Primary School provides opportunities for:

- Collaborative group activities
- paired work
- whole class teaching
- individual work
- acquiring a rich, cultured vocabulary
- outdoor art
- sketchbook exploration
- cultural partnerships with artists and craftspeople
- collaborative large-scale displays and art installations
- extra-curricular clubs

Pupils engage in seven skills areas:

- drawing
- painting
- textiles
- printmaking
- 3D
- collage
- digital media

Pupils experience a range of contexts, materials and processes through:

- exploring and developing ideas through first-hand observation, purposeful dialogue and discussion and experimentation

- focussing on artist reflection before creating their own individual response
- combining various techniques learned to produce a final piece
- opportunities for developing and evaluating their own work and of others

## Sketchbooks

Emphasis is placed on drawing skills and the value of regular sketchbook exploration at Sherwood School. Introduced from Year One, teachers and children share their ideas and reflect on their work. Sketchbooks provide a personal and enjoyable way to record continuity, progression and coverage in Art and progress with the children through the school.

Sketchbooks provide opportunities for:

- exploring ideas, plans and designs from first-hand experiences
- annotating and keeping a visual record of their observations
- collecting notes and reference materials - such as postcards, fabric designs and wrapping paper - which they feel may be an inspiration for future work
- extending pupils' vocabulary by explicitly teaching new words
- critical evaluations of artists' work, styles and techniques
- comparing ideas, methods and approaches in their own and others' work and saying what they feel and think about them.
- adapting their work according to their views and describe how they might develop it further.

## Early Years

Expressive Arts and Design is outlined in the 'Development Matters' document. Children strive to achieve the Early Learning Goal for 'Creating with materials' and 'Being imaginative and expressive.' This requires children to express new ideas with all of their senses. They encounter experiences and resources that stimulate their curiosity and when given opportunities to put together and take apart ideas, materials and experiences. Children are given opportunities to explore colour, texture, shape and form in two and three dimensions. They work creatively on a large and small scale. Pupils make constructions, collages, paintings and drawings using or combining a variety of tools and media. They explore what happens when they mix colours and choose particular colours for a purpose. Children experiment to create different textures. They need to feel confident and safe enough to take risks, make mistakes and be adventurous in their creative pursuits.

## Key Stage 1

Pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- 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.

## Key Stage 2

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

## Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

In our school, we are continually assessing our pupils and recording their progress. We make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children about their ideas and opinions, observing their techniques and skills, marking their final piece and sketchbook work and half termly assessments. Teachers will use these formative assessments to plan further work, and to inform pupils and their next teacher of their targets/next steps in learning.

## Feedback

Purposeful feedback supports pupil progress, builds learning, and addresses misunderstandings. Effective feedback is a crucial component of high-quality Art lessons. This is achieved through:

- High quality art teaching. Feedback focuses on content, people, methods and timing.
- Providing appropriately timed feedback with a clear focus on moving learning forward. This could take place during the lesson, after the lesson or later in the sequence of lessons.
- Considering how pupils will receive and act upon feedback given. This could be verbal feedback or written feedback. Verbal feedback can be pre-planned and highly structured, or it can be instantaneous and spontaneous.

Self-assessment and peer assessment forms an integral part of effective feedback in Art.

Self-assessment and evaluation gives the pupil opportunity to reflect on their own learning; identify progress towards success criteria/ targets; identify areas for improvement. For this to be successful, effective feedback is first modelled by the teacher; children are then taught how to assess and evaluate their own work. Children are encouraged to continually look to improve their own art pieces and learning.

Peer assessment and evaluation gives the pupil opportunity to work with other pupils to assess and evaluate their own and others' learning and to make suggestions for improvement.

### Role of Subject Leader

The Art Subject Leader is responsible for co-ordinating art through the school. This includes:

- ensuring continuity and progression from year group to year group
- providing all members of staff with guidelines and a scheme of work to show how aims are to be achieved and how the variety of all aspects of Art is to be taught
- advising on training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of Art throughout the school
- assisting with requisition and maintenance of resources required for the teaching of art. Again, this will be within the confines of the school budget
- ensuring that high standards are attained within the subject.

### Role of Class Teacher

- to ensure progression in the acquisition of art skills with due regard to the National Curriculum 2014, Development Matters and the Suffolk scheme.
- to develop and update skills, knowledge and understanding of Art
- to identify inset needs in art and take advantage of training opportunities
- to keep appropriate on-going records
- to plan effectively for Art (with year group partners), liaising with Subject Leader when necessary
- to use a variety of resources and styles to keep their lessons lively, engaging and to deliver high-quality art lessons
- to inform parents of pupils' progress, achievements and attainment
- to determine how much time is needed on a particular subject area for the children to become competent and master the skill being taught.

### Equal Opportunities

We incorporate Art into a wide range of cross-curricular subjects and seek to take advantage of multicultural aspects of the visual arts.

All children have equal access to the curriculum regardless of their gender, ability (including gifted children) or ethnicity. This is monitored by analysing pupil



performance throughout the school to ensure that there is no disparity between groups.

## SEND

All children are provided with equal access to the Art curriculum. Through our Art teaching, we provide learning opportunities that enable all pupils to make good progress. All children will have their specific needs met through differentiated work in conjunction with targets. TA support time is planned for and provided in relation to identified needs for individuals and groups. We provide learning opportunities matched to the needs of children with Special Educational Needs and we take into account the targets set for individual children in their Individual Education Plans, Learning Plans and Education, Health, Care Plans.

## Monitoring

The Art Subject Leader will be released in line with the requirements of the monitoring and evaluation schedule in order to work alongside other teachers and liaise with local schools and cultural partners. This time is used to monitor and evaluate the quality and standards of Art throughout the school and enables the Subject Leader to support teachers in their own classrooms. Art Cluster meetings and CPD courses enable the Art Subject Leader to share excellent practice with other schools in the county. Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings. Sketchbooks, planning, displays and class achievement are regularly monitored.

Coverage of Art across each key stage is monitored by highlighting skills completed in lessons. This record is kept inside each pupil's sketchbook. It also serves to illustrate to the pupil how each skill progresses to broaden the range of techniques experienced.

## Parental Involvement

At Sherwood School, we encourage parents to be involved by:

- inviting them into school twice yearly (Autumn and Spring) to discuss the progress of their child
- encouraging parents to discuss their child's progress at any mutually convenient time by arrangement with the teacher involved
- celebrating our cultural achievements via the termly Arts and Culture Newsletter
- inviting parents and pupils to outdoor arts festivals in the school grounds
- inviting parents to view the regular art work displayed in our website gallery items
- encouraging parents with creative talents to help with displays and in class
- inviting parents with a background in the creative industry to share their authentic experiences with pupils
- art competitions
- curriculum updates on the school website under the 'Our Curriculum > The Arts' tab
- pupil voice questionnaire for pupils and parents

## Governing Body Involvement

At Sherwood School, we have an identified governor for art. The nominated governor is invited to meet Subject Leaders termly and to report back to the Governing Body after each meeting with the Subject Leader.

## Approval

Approval date: September 2024

Review date: September 2027

Signed (Headteacher):



Signed (On behalf of the Governing Body):

