

Art Policy



Intent Statement

Basic Curriculum Principles

1. Learning is a change to our long-term memory.
2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, a long term memory of an ambitious body of knowledge.

Our high quality Art Curriculum provides a breadth of learning opportunities that should engage and inspire pupils to develop an interest in Art and over time allow them to build up and master a range of technical knowledge and practical skills.

We follow the National Curriculum and the EYFS framework and cover the main disciplines of Art. Starting in EYFS, expressive art and design is used to develop imagination, creativity and their ability to use media and materials. Pupils develop the skills to represent and develop their own feelings and ideas. Our aim as pupils progress through the school is not to overload pupils working memory but to allow the repetition of fundamental learning so that knowledge becomes embedded in their long term memory. By teaching key concepts it allows for repetition and retrieval. The key concepts are: **Develop ideas, master practical techniques and take inspiration from the greats.** Teaching these key concepts across each key stage will allow pupils to apply their knowledge and deepen their understanding. Within each concept we teach knowledge to strengthen the schema (Develop ideas – emotions, processes, visual language, vocabulary, Take inspiration from the greats - artists, styles and periods and Master practical techniques - effects, techniques, colour theory, media and materials). Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. In art we visit exhibitions and museums, invite local artists into school and aim to expose pupils to the best in their field.

Implementation:

All Art lessons are taught by a qualified teacher. Staff inset supports specialist and non-specialist teachers by providing planning and technical guidance for creative projects. The subject leader offers teachers further guidance and support for planning and delivery.

Lessons are taught by class teachers every week during the first term in Autumn, Spring and Summer. Lessons are planned and delivered in sequence to allow the pupils to build up their skills and knowledge over time giving them the best opportunity to master skills and produce quality, creative artwork.

The Art Subject Leader attends courses to keep updated on new initiatives and to link with other schools (via Core, Southport Learning Partnership and Connected networks) and is in contact with the Art department of local secondary schools to engage and organise future

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learning opportunities for our pupils and to seek out opportunities to enhance resources across the school.

Impact:

The short term progression pupils make will be evident at the end of each lesson or block of work. However, it is only over time that we can see if learning has occurred. Retrieval practice at key stages ensure misconceptions and gaps in knowledge are addressed. Teachers will continually assess pupils' knowledge and progress to ensure it is the long term memory and the Art Subject Leader will also monitor progress and knowledge over time. We understand that knowledge precedes creativity and it is essential to grasp the basic aspects first. Progression through the projects is measured and assessed at the end of the EYFS curriculum and over 3 two year Milestones. Milestone 1 in Key Stage 1, Milestone 2 in Lower Key Stage 2 and Milestone 3 in Upper Key Stage 2. Thorough assessments are made against expectations at the end of each key stage. This may be evidence from lesson observations, learning walks, pupil interviews where we look at and discuss the products pupils have made.

Policy Implementation and Review

This policy was reviewed by SLT, shared with staff and approved by governors. It will be reviewed annually as per the policy review cycle.