



Art Subject Policy

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1. Vision and values

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

2. Subject statement

We aim to give the pupils the freedom and the passion to create. To provide plentiful opportunities to be artists and respect, critique and respond to the work of other artists.

We aim to teach the art curriculum with these questions and answers in mind:

What is art?

Art is a visual representation of our thoughts and /or experiences and it can reflect our internal and external world.

Art can be based on anything and everything, e.g. a view, objects, an idea, feelings, beliefs or memories.

Art is made up of colour, pattern, texture, line, shape and form.

Why do we create art?

As an expression of the above.

An outlet of emotions, feelings and thoughts.

As a vehicle of communication.

To satisfy the human desire to create.

Art can be a visual set of clues.

Who is art for?

Art is for all.

Art can be for the creator and the viewer and it may mean different things for both.

Why is art important?

Art is important as it allows us a creative outlet. We all have a right to the space to be creative.

An art curriculum is important for developing skills in communication, creativity and innovation.

Who is an artist?

We want the children to know that art should be accessible and inclusive for all. We want the children to experience the work of diverse artists, including artists who are people of colour, artists of all genders and artists from the past and those working at present.

What can art be?

Art can be: images/ sculpture/textiles/photography/mixed media. It can be done independently or collaboratively, on many scales and with a wide variety of mediums.

Aims:

To create and compose art in many forms.

To recognize and appreciate art and artists.

To understand that art is made up of colour, pattern, texture, line, shape and form.

3. Approach to teaching and learning

Teaching will be done in the classroom and outdoors. Lessons should be practical and varied with lots of opportunity for reflection and discussion. The children should begin to develop a habit of using sketchbooks starting in the EYFS and throughout school where ideas are researched, collected, explored, and shared.

What learning is involved in the subject?

4. Timetable allocation

EYFS	Weekly	
KS1	36 hours per key stage	2 hours per week x 3 half terms
KS2	36 hours per key stage	2 hours per week x 3 half terms

5. Curriculum overview/Planning

Long term planning, and rolling two- year cycle can be found in the subject and planning folder and on the website. Individual lesson plans for art blocks can be found by clicking on the links shown on the plans or searching for listed pathways at <https://www.accessart.org.uk/>

6. Subject progression

We aim for the children to gain a rich and diverse experience of art.

The curriculum aims to give the children opportunity to think like an artist and be free and confident with their own creativity. The children will revisit artistic themes in order to build on skills and deepen their knowledge. Each unit covers elements of practical/disciplinary skills, theoretical thinking and knowledge and substantial knowledge. Examples of these elements might be practicing and revisiting skills such as observational drawing or sculpture. Developing theoretical knowledge by discussion and questioning such as; who is this artist and why have they created this art? And building substantial knowledge such as knowing that we are learning to sketch because sketching is part of a creative process used by artists.

Assessment/inclusion and challenge

Assessment is informal in Art. The sketchbooks and E-book evidence should act as a window into the pupil's experiences and progression in lessons. The Art coordinator will monitor the pupil's experiences and progression by monitoring sketchbooks and E-books. Work does not need to be formally marked but discussion with pupils during lessons is very important and should include praise for achievements and suggestions for further progression and extension of skills. The impact of the Art curriculum in school will be evaluated on a yearly basis with both the pupils and staff through discussion and questionnaires. The Art coordinator will have responsibility for organizing the above and evaluating and acting upon the results.

7. Cross curricular and IT links

8. Roles and expectations of staff

- SLT will oversee timetable allocation and oversee funding for resources.
- Subject coordinator provides staff with long term plans and information related to good practice and inspiration for lessons. Manages teaching equipment and resources in the art cupboard.
- Class teachers teach high quality art lessons and ensure they follow long term plans to ensure children experience a broad and deep curriculum. Ensure resources are returned carefully.
- Teaching Assistants support in teaching.

9. Staff development and expertise

Both Zoe Postlethwaite and Claire Shelley have degrees in the Arts.

10. Monitoring of standards

See number 7

11. Subject Development

The subject development plan will be reviewed in July 2024 after the full two-year cycle has been completed. Evidence from sketchbook/E Book monitoring and pupil and teacher experiences and opinions will form the basis for evaluation and adaption of further long-term planning if deemed necessary.