

Appleton Art Policy

"Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun."

Mary Lou Cook

Introduction

This policy is intended to ensure that there is a consistent approach to the teaching of Art throughout the school to meet the requirements of the National Curriculum.

Art Intent

As a school, we have chosen to use a published scheme, Kapow Art and Design Scheme of Work to teach the Art and Design Curriculum in Key Stage 1 and 2. Kapow Art and Design Scheme of work enables our teachers to deliver creative, inspiring and engaging lessons and provides for progression in skills and knowledge. We are confident that the scheme of work meets the requirements for the National Curriculum for Expressive Arts and Design section of the Early Years curriculum. As the scheme becomes embedded, the Subject Leader for Art and Design will provide planning and resources for further opportunities to study local artists and art from different cultures and religions. This will include opportunities to celebrate children's work by inviting parents/carers to art events.

By the end of EYFS children will:

Learn that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will learn that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in artistic sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories.

By the end of Key Stage 1 children will:

Use a range of materials creatively to design and make products, use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children will develop a wide range of Art and Design techniques using colour, form, line, shape, texture, tone and pattern. Children will become familiar about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and make links to their own work.

Art and Design in Key Stage 1 is taught in a block of lessons over the period of approximately six weeks each term. All work will be done in sketch books to show progression.

By the end of Key Stage 2 children will:

Be 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. Children will be taught to create sketch books to record their observation and use them to review and revisit their ideas as well as improving their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Additionally, they will learn about great artists in history.

Art and Design in Key Stage 2 is taught in a block of lessons over the period of approximately six lessons each term. All work will be completed in sketch books to show progression.

Planning and delivery

By following the Kapow scheme of work, we will ensure that our children have access to full coverage of the National Curriculum as well as incorporating spiritual, moral, social and cultural development.(SMSC).

The content is categorised into 5 areas: Making skills, Generating ideas, Formal elements, Knowledge of artists and evaluating.

Each unit contains 5 lessons. The lessons in each unit are designed to be taught in sequential order, with the exception of the lessons in the Skills and Formal elements units which can be taught in any order. These two units feature within each of the year groups and develop the discrete skills and techniques of art, craft and design.

We plan our work with reference to the National Curriculum and the Constellation Trust progressive knowledge document. The National Curriculum breaks Art down into 4 strands; Materials, Techniques, Artists and Expression and Imagination. Skills in the EYFS are planned through the objectives within the EYFS Statutory Framework and ensure progression into Key Stage 1.

A typical teaching sequence

- Study the work and techniques of an artist
- Compare and contrast with the work of previous artists studied other works in the same style
- Critically evaluate the artists' work to inform their own ideas
- Experiment, investigate and refine the different techniques using appropriate media
- Create their own artwork, applying new techniques, skills and media to their own work
- Critically evaluate their work, refining and improving where appropriate
- Reflect and recap the knowledge and skills remembered and learnt

Extra-curricular

Artists from the local community are welcomed into our school to be a part of developing themes and helping children to have a wide range of exposure to different skills. The school is an active participant in the #WeMadeThis community arts movement which encourages parental engagement, a variety of cultural experiences and develops children's understanding of their creative role and potential within the wider community. Children from each key stage have the opportunity to attend an extra-curricular art club session each week.

Entitlement, Special Needs and Equal Opportunities

All children, regardless of gender, ethnicity, culture or ability, have an entitlement to an Art and Design education at an appropriate and challenging level. To ensure that children experience high standards of success, creative work should be planned with regard to children's ability, age and stage of development. Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. Teachers will provide instruction and guidance on technical processes to take account of individual needs.

Assessment

Art learning is recorded in sketchbooks across the school and should typically evidence all four stages (Making skills, Generating ideas, Formal elements, Knowledge of artists and evaluating).

We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use, for example, using thought bubbles. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps. Children will be assessed against the objectives in Kapow. The spreadsheet generates individual and summative assessment data which will be moderated by the Art Co-ordinators internally and across the Trust. Regular moderations and monitoring will take place internally and across the Trust to ensure the validity of teacher assessment judgements and that provision is in line to allow children to attain, or exceed age related expectations. Children's progress in Art is reported to parents through the annual report and termly consultations.