

Sunning Hill Primary School



Art Policy

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Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world. Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through trips, visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for Art

Art, craft and design embody some of the highest forms of human creativity. At Sunning Hill, we strive to deliver, a high-quality art and design education which engages, inspires and challenges pupils. We hope that this will equip each pupil with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, we aim to enable them to think critically and develop a more rigorous understanding of art and design. They also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and of their local community and the wider world.

All children are given opportunities to develop creativity and imagination, to develop skills which will enable them to communicate what they see and to be aware of the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures.

At Sunning Hill Primary School, we follow the statutory programme of study and attainment targets for art at KS1 & 2 and For the Early Years Foundation Stage, we use the 'Development Matters' non-statutory guidance and encourage our pupils to explore and use media and materials to be imaginative, by being creative and thinking critically.

Curriculum Implementation for Art

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all

ART POLICY

children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The Art curriculum is delivered as a discrete subject and cross-curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- Each class takes part in three Art projects across the course of the school year.
- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes an Art curriculum that is progressive and allows children to build upon previous learning, including the use of artistic and age appropriate vocabulary.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded. These include opportunities to develop drawing skills, introduce new media and build on existing skills.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- Links to famous artists and craftspeople are used as reference and inspiration during units of work to engage children and immerse them in their learning.
- The Art curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education.
- We develop local, national and global multi-cultural awareness by embedding British Values across all learning.
- Subject specific vocabulary is progressive across year groups and is clearly displayed in classrooms so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- Working walls/displays show the building of knowledge and skills over the course of a unit.
- In lessons children have the opportunity to work in groups or pairs.
- Feedback is verbal. The purpose of any feedback given is to celebrate their achievement and move a child forward with their learning.
- Children are encouraged to experiment in a wide variety of media, developing their skills as they do so.
- Children use individual sketchbooks in order to practise and develop unit specific skills.
- Final pieces of work are photographed and recorded in to digital files in order to assess.

Curriculum Impact for Art

Through the clear and aspirational intent and structured and rigorous implementation of the Art curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in Art. The impact of this is measured in the following ways;

- Monitoring of the subject through, planning, learning walks, lesson observations, sketch book scrutiny and pupil discussions to measure the impact of Art in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through, drop-ins, pupil voice and sketch book reviews.
- Marking and scaffolding learning by the teacher (verbal).

ART POLICY

- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.
- The understanding of subject specific vocabulary is assessed informally to inform teacher assessments and plan next steps.
- Progression grids are in place to ensure all key skills are covered throughout the school.
- Final pieces of work are photographed and recorded in to digital files in order to assess.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.