



## Art Policy

At Rokeby Park Primary School, we strive to deliver high-quality and ambitious Art & Design curriculum which allows our pupils to recognise the significance of art in their everyday lives. We explicitly teach pupils the skills and knowledge they need to become more creative, expressive and resilient in their artistic ability. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

It is our intent for the art & design element of our school curriculum to allow pupils to become inspired by the art that they see around them. We provide opportunities for our pupils to express themselves artistically and to develop a lifelong passion for art & design. Teaching equips pupils with knowledge about artists and art movements and how these have influenced the art of today. Pupils are also taught making skills through formal elements of art and are encouraged to explore and develop their ideas when engaging in the making process. Areas of learning are revisited regularly as pupils progress through the school so that they are able to remember more, know more and understand more. We aim for our pupils to gain confidence and resilience in themselves as artists through the teaching of a stimulating and reflective curriculum.

### Aims

- To develop knowledge and understanding of artists and art movements that have influenced the art of today
- To develop making skills in drawing, painting, craft and design
- To understand that art is a continuing process
- To appreciate that art is individual and unique to each artist

### Curriculum

Pupils engage in a broad and balanced curriculum which takes account of abilities, aptitudes and physical, emotional and intellectual development. Through engaging with art & design, pupils acquire relevant knowledge, develop their skills and work with a variety of materials and media to support their understanding. Across KS1 and KS2 pupils explore a range of key concepts within each art unit. These key concepts are revisited as pupils progress through the school as this provides them with a deeper understanding. Units are carefully planned and sequenced in accordance with the Kapow Primary scheme of learning. Each unit is planned to provide pupils with a range of opportunities to develop their skills through exciting and engaging lessons. Second order concepts are also taught and applied within each unit of art and build progressively as pupils move through the school.



## **Early Years**

Early Years explore art themes and content through the 'Expressive Art and Design' strand of the EYFS curriculum. Pupils use art to be creative and express themselves in different ways. Pupils are exposed to a range of art opportunities within continuous provision which allows them to develop control when using pencils, paint brushes and other implements. Pupils are also encouraged to create art work based on what they can see, as well as what they can imagine. They are assessed in the moment according to milestones within the Development Matters attainment targets

## **Key Stage 1**

During Key stage 1 pupils are exposed to the work of a range of artists, craft makers and designers. They will identify similarities and differences between different practices and techniques within their works. They will also learn relevant techniques of varying artists and will apply these within their own work. Pupils will develop their drawing, painting and sculpture techniques through the developing and sharing of ideas and experiences. Pupils will be exposed to a variety of materials and will use these in a creative way to design and make products. Pupils will also develop different aspects of formal elements of art such as colour, line, form and space.

## **Key Stage 2**

During Key stage 2 pupils continue to explore a wide variety of artist and designers. Their knowledge and understanding of great artists will influence their work and will enable them to develop their technique as they recreate art in the style of a chosen artist. Pupils will also be aware of the different styles of art, craft and design and the techniques that are used to create them. Pupils continue to develop their skills in drawing, painting and sculpture, and they will experiment with a range of materials. They will become confident in their use of sketch books and will recognise them as a tool to review and refine ideas.

## **Art curriculum planning**

At Rokeby Park Primary School we use the Kapow Primary scheme as a basis for art & design planning. The Art & Design scheme has been developed with the support of art experts of different backgrounds. The scheme ensures the full coverage of the National Curriculum through the teaching of the different units. The curriculum is focused around the areas of formal elements and exploring and developing ideas and follows a progressive scheme of work across the school. The scheme also provides teacher and pupil demonstration videos to ensure art skills are developed with expert support in classrooms.

Throughout the year, we explore different aspects of art and design and build pupils' skills and knowledge in each aspect as they progress through the school.



- **Knowledge of artists and designers:** (factual knowledge)
- **Exploring and developing ideas:** (conceptual knowledge)

**Making skills:** (procedural knowledge)

- **Evaluating:** (metacognitive knowledge)

Key vocabulary is displayed interactively within a classroom, where subject specific words are referred to consistently throughout a theme. Knowledge organisers have been created to explicitly identify the key knowledge, skills and vocabulary pupils need to acquire within each art unit.

## **Assessment and Recording**

At Rokeby Park, assessment is an integral part of the teaching process. Children record their learning in art sketchbooks as well as in a class theme book which displays their learning through 'mini projects'. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy. Teachers record the progress that children make termly using the Integris system.

## **Monitoring**

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutiny, learning walks and lesson visits.

## **Roles and Responsibilities**

### **The Head teacher will:**

- actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the art leader) and acquiring resources.

### **The Art Leader will:**

- advise and support staff in planning, teaching and learning of art;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- use feedback from monitoring to develop an action plan for art with realistic and developmental targets;
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document and knowledge and skills progression;
- compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to;
- keep up to date on new developments in the use of art in the curriculum and inform staff;
- promote art throughout the school.

### **The Class Teacher will:**

- be responsible for the planning and teaching of art as set out in this policy;
- use 'Key Performance Indicators' to inform teaching and learning as well as assess children's understanding;
- follow the subject's long term plan and develop termly year group medium term plans and pacing sheets;
- embed the art Knowledge and Skills Progression document within planning and quality first teaching;
- create and regularly refer to a key vocabulary display within the classroom linked to each theme.



## **Resources**

We have a wide range of resources within the school art cupboard. Visits are planned to enhance learning and give hands on activity when applicable. Planning and resourcing is adapted from the Kapow Primary Scheme. The local Hull Curriculum Service is fully available to support learning as is the library service where topic resources can be obtained. In addition, local persons with expertise in particular topics are invited to visit the school and enthuse and inspire our pupils.