



## Art Policy



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<b>Approved by</b>	J Padgett
<b>Review date</b>	31 <sup>st</sup> December 2026

**The school prides itself on promoting a sense of community, where each individual feels happy, safe and cared for.**

**A holistic approach to education in its widest sense is at the forefront of our practice.**

**Children are determined and resilient learners whose curiosity and passion drive their enjoyment and their ability to lead their own learning. Attainment and progress are excellent and children take pride in their work. The staff and governors at Cockburn Haigh Road Academy are committed to delivering a rich and broad curriculum.**

*(taken from the school vision)*

At Cockburn Haigh Road Academy, we have created an Art curriculum that engages and inspires children to express their individual creativity and to produce their own works of art in a visual or tactile form.

Creativity is encouraged from the very beginning of our children's school experience. Within EYFS, children are immersed in Art in a child-initiated way, through the Expressive Arts and Design element of the early years curriculum. Throughout Years One and Two, children are provided with opportunities to experience a variety of media and techniques and are educated upon influential artists and craft makers from around the world, both past and present.

We firmly believe that art allows children to develop their individual creativity. Children are taught to reflect upon and evaluate their own art work as well as the work of other Artists.

#### **Developing the individual is achieved through:**

- Sequential planning, allowing skills to be scaffolded and extended as appropriate
- Engaging children in teaching and learning activities that enthuse, engage and motivate them to learn, and that foster their curiosity and enthusiasm
- An ethos of not being afraid to make mistakes, but instead for children to be risk-takers, problem solvers and to develop resilience
- An ordered learning environment where the atmosphere is purposeful and children feel safe
- Strong links between home and school and a commitment by school staff that parents' involvement in their children's learning is recognised, valued and developed

#### **What you will see in the learning environment?**

Early Years Foundation Stage (Nursery and Reception classes)

- We follow the guidance in the Development Matters Document and therefore encourage children to develop their skills in the area of Expressive Art and Design.
- We offer children a range of materials, tools, and techniques so that they can develop skills including painting, drawing, printing, sculpting and collage.
- Access to art materials in both the indoor and outdoor classrooms

#### **In Key Stage One (Years One and Two)**

- A celebration of art on display in both the classroom and in communal areas
- During taught units - a display of the progress of the skills and knowledge being taught

## What will teachers do to drive attainment and progress?

- Plan for learning in three phases; long term, medium term and short term.
- Long term plans map out the units of work in each term during the key stage or year group.
- Medium term plans detail each unit of work across the days/ weeks available to ensure time is well spent and all planned aspects are able to be taught
- Short term (weekly/daily) plans are put together in collaboration by class teachers from parallel classes or groups. They highlight specific learning objectives for each lesson and detail how the lessons are to be taught.
- Individual teachers and classroom support staff adapt planning to suit the needs and abilities of their class.
- Progression is planned for across each lesson, unit of work and the academic year as well as from Nursery to the end of Year Two.
- Use scaffolding and support as appropriate and necessary to support all children to achieve to the best of their ability

## How will children be enthused and engaged?

- Outcomes stem from experiential learning which develops deep engagement and understanding, and a working knowledge of the skills and knowledge required to make art
  - Through the availability of high-quality resources that support the development of art across a variety of mediums and media by planning exciting hooks (WOW events), trips, workshops, visiting artists and other motivational methods of learning
  - Children experience learning through a range of media, formats and activities in order to include all learning styles
  - Children have the opportunity to investigate and explore
  - New skills are modelled by adults
- Through the use of cross curricular links
- Literacy: children are encouraged to use their literacy skills to contribute towards the appreciation of art. For example, children practice and improve their speaking and listening skills to discuss their own art work and the work of others.
  - Computing: children and adults use ICT to support their work in art when appropriate and the children use hardware and software to enhance their skills in art. For example, children use iPads to take photographs of landscapes and objects. Children study the work of artists such as David Hockney who used ICT to create art. Children then use their Computing skills to create their own versions in the style of Hockney using drawing and painting programmes.
  - Geography: links are made to Geography units of work through the teaching of art. For example, when looking at landscapes we use a mixture of artwork showcasing both urban and rural settings.
  - History: links are made when studying local houses and other buildings. Links to monarchy and historic portraits are made when teaching self-portrait.
  - Science – lessons provide valuable opportunities to reinforce seasonal change and awareness of materials by using works of art to explore colour, texture and form.

### **What will home – school collaboration look like?**

- Children will be encouraged and supported to explore art at home and this will be celebrated in the classroom
- Children and parents in EYFS will be invited to 'Stay n Play' events where art experiences are included in the offer
- Home learning packs include materials for drawing, colouring and cutting out
- The school shares ideas for holiday events and visits via newsletters and Tapestry

### **How do we assess in Art?**

Teachers assess children's work in art by making formative assessments as they observe work during lessons. They record the progress that the children make by assessing the child's work against the judgment national curriculum levels of attainment.

### **How is the Art curriculum and progress and attainment monitored?**

- The monitoring and standards of the children's work and the quality of teaching in Art is the responsibility of the Art Coordinator
- The work of the subject coordinator also involves supporting colleagues in the teaching of Art, and keeping themselves informed about current developments, and providing strategic lead and direction for the subject in school.
- The Art Coordinator will liaise with the head teacher to inform them of strengths and weaknesses and indicate areas for further improvement.
- The Art Coordinator will be given allocated management time in order to review evidence of the children's work and engage in pupil voice discussions to evaluate children's learning.