



**Artsmark
Silver Award**
Awarded by Arts
Council England

Blessed Robert Widmerpool Catholic Voluntary Academy

Art Policy

But now, O Lord, you are our Father; we are the clay, and you are our potter; we are all the work of your hand.

Isaiah 64:8

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Planning reflects a commitment to taking learning outside and provides high quality outdoor learning opportunities.

Intent:

- Develop knowledge of the key concepts in drawing, colour and sculpture.
- Develop the ability to evaluate own art and that of others
- Foster an enjoyment and appreciation of the visual arts and a knowledge of a variety of artists – contemporary, from different periods of history and different cultures.
- Enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- Develop creativity and imagination through a range of activities
- Develop knowledge of art progressively, building on the previous year's learning and consolidating knowledge so that it is a foundation for the next year's learning
- Improve the children's ability to control materials, tools and use a variety of techniques
- Increase critical awareness of the roles and purposes of art in different times and cultures
- Develop increasing confidence in the use of visual and tactile elements and materials
- Provide every child with the opportunity to be inspired by the arts and achieve success through the arts
- Enable children to work independently and collaboratively, on a small scale and a large scale, inside and outside

- Develop opportunities for children to share arts experiences, to act as mentors and leaders for less experienced children and to present artworks to others.
- Strengthen partnerships and build new partnerships which make the arts sustainable and bring benefit to children and the wider community
- Enable children to use their developing artistic knowledge and skills to respond to learning across the whole Early Years or National Curriculum

Implementation:

Art learning and teaching is documented in Knowledge, Skills and Progression Overviews for the whole school. These documents are underpinned by the subject content required in the National Curriculum or stated in the Early Years Curriculum guidance. This content is then further broken down into detailed knowledge and skills to be developed by each year group in each term. This enables depth of learning, coverage of all knowledge and linked vocabulary across the whole school. They are linked to the history and geography topics chosen by each year group. Each key stage studies six artists over a two-year cycle.

A themed, experienced based approach in curriculum planning enables children to make connections and link ideas and areas of learning. Curriculum planning is carried out in three phases (long-term, medium-term and short-term). The long-term Knowledge, Skills and Progression Documents provide the overview of all learning to take place in school. Medium-term plans, give details of each unit of work for each term. Short term plans list the specific learning objectives of each lesson. All plans are available on the server.

The act of investigating and making includes exploring and developing ideas, and evaluating and developing work. This is done through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. Children are encouraged to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Children are given the opportunity to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT. Opportunities for children to work outside as well as inside are expected to be offered to every child, every year.

High quality resources are available in every class room and these resources are age-appropriate and built up progressively so that children have the knowledge of how to use these resources effectively.

CPD is arranged for staff periodically to ensure knowledge, skills and confidence of both teachers and support staff is kept up-to-date. This takes place in the form of staff meetings, INSET day time, working alongside local artists or attending external training.

The SLT ensure that opportunities are taken up to promote our school's love and appreciation of art and use of it to develop cross-curricular learning. An example of this is taking part in the Nottingham City Hoodwinked Trail, linking local landmarks, important community places and a love of books to create a Reading Bench on which every child in the school made a contribution reflecting our school's cultural and religious identity.

Every child's cultural capital is enhanced by the school expectation that all children regularly visit an art gallery – sometimes as part of a class visit and sometimes as a family outing shared back in class.

Suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies, including setting common tasks that are open-ended and can have a variety of responses; providing a range of challenges with different resources; using additional adults to support the work of individual children or small groups.

Foundation Stage

Expressive Arts & Design is a specific area in the Foundation Stage Curriculum. The creative development of the children is related to the objectives set out in the Early Learning Goals. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

As with the rest of the school, the learning in the Foundation Stage is mapped out in the Curriculum Overviews, showing the knowledge and skills to be learned each term and the artists chosen for inspiration.

A rich environment is provided in which creativity is encouraged and valued. Children experience a wide range of activities that they respond to, using the various senses. They are provided with opportunities to work indoors and outdoors. The activities that they take part in are imaginative and enjoyable and built on their own interests. The use of natural materials and open-ended resources are chosen at all times. There is a balance of child-initiated, continuous provision and adult-led focus activities.

Contribution of Art and Design to Other Curriculum Areas

English

Art and design contributes to the teaching of English by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions.

Computing

ICT is used to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

Science, Technology, Engineering, Art & Mathematics (STEAM)

Art is one component of STEAM, as ultimately we'd like our future researchers & engineers to be creative, as well as critical, wondering what their work can and can't do, and what consequences it may have.

Personal, Social and Health Education (PSHE) and Citizenship

Art and design and technology contributes to the teaching of elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work. Whilst reflecting on art or creating their own art, children have many opportunities to discuss moods, emotions and feelings. Through encouragement to constantly evaluate and improve their work, children develop resilience, persistence and determination. Through termly opportunities to present and exhibit their art, they develop personal pride and self-esteem.

Spiritual, Moral, Social and Cultural Development

The teaching of art and design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Special Needs

Some children have particular learning and assessment requirements that could create barriers to learning. When planning, teachers provide rich learning opportunities, responding to children's diverse learning needs which are matched to the specific needs of individuals and groups of children. Quality First Teaching enables all children to make progress. Provision made enables all children to participate effectively in a wide range of activities. Teacher voice surveys include opportunities to request specific resources that will support children with SEND to access art within their year group.

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are working at age-related expectations, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning planned each year which demonstrates progression across the school
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

Assessment, Recording and Recognition of Talents

The skills ladders developed by BRW, together with the Progression in Art Document have been used to create the Knowledge, Skills and Progression Documents and will enable teachers to make accurate assessments of children's work in Art and Design and Technology.

Once per year parents receive a report detailing their child's achievements in Art and Design and Technology.

Parents of Gifted and Talented children can be sign posted to local clubs to enable children's talents to be developed.

In the Early Years Foundation Stage, children's knowledge and skills of Expressive Arts and Design are assessed during child-initiated play or focus activities. The assessments are entered onto O-Track and in FS2 form part of the Early Years Foundation Stage Profile. This is shared with parents, the Year 1 teacher and submitted to the Local Authority.

Resources

Art resources are kept in each classroom. Class teachers are responsible for ordering their own resources. The Art Co-ordinator takes responsibility for regular review of resources, so that priorities can be identified. The Computing Lab is well stocked with computers, iPads and on line resources. The well stocked library supports children's individual research.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the School Leadership Team, supported by the art co-ordinator. The link governor takes part in this monitoring process.

The role of the art co-ordinator involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art co-ordinator informs the Leadership Team of their evaluation of the strengths and weaknesses in the subject and indicates areas for further improvement. This is documented in the Action Plan.

The Art Co-ordinator has specially-allocated time in order to review evidence of the children's work, update development plans and work alongside teachers to support and evaluate learning and teaching across the school. As part of this process, good practice is identified and shared.

Staff training ensures this process of monitoring and review is effective, so maintaining high standards in learning and teaching.

Review date: October 2024