



Cranford Primary School  
Berkeley Avenue  
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# Art Policy

## **Curriculum Statement**

At Cranford Primary School, art work enhances and enriches our school environment. It is important to celebrate children's work through display, to value and appreciate the aesthetic qualities of art within the school environment and the wider community.

Art provides children with the opportunity to work in a variety of ways and to express and communicate their feelings and ideas. It enables children to foster aesthetic appreciation and understanding of art design. Art is essential in developing children's skills of observation, and so sharpens their visual sense. Through engaging and valuable art and design experiences, we encourage self-criticism and appraisal, self-confidence, independence within children and mastery of skills and techniques throughout the school journey (see Progression of Skills document).

Art can be developed in collaboration with, and has a major contribution to other curriculum areas, but it must essentially retain its own distinctiveness and uniqueness. Our ethos 'Every Child an Artist' develops the children's ownership of their work and their understanding of Artist's intentions.

Art and design enriches and interrelates with the whole curriculum. Creative work enables children to acquire wide-ranging skills and techniques, to discover properties of common materials, such as clay, fabric and paint. It gives children the opportunity to use tools and materials confidently and safely. Additionally, art provides children with another dimension for recording their work, which is important for the inclusion of EAL children and children with special needs. The use of Knowledge Organisers supports the children's learning to extend their understanding of vocabulary and knowledge through our knowledge-based curriculum.

## **Current practice**

Every classroom has a selection of art resources related to the topics that they teach such as knowledge organisers for both staff and pupils and sentence stems to promote oracy. There are several stores of art provisions in the school including under the stage and in the stationery cupboard. Any resources not on hand can be ordered quickly and efficiently through the school office. Storage areas have been recently audited and are monitored by Subject Coordinators/kept tidy by staff using the resources/area. To ensure that displays are current, class displays and corridor displays are renewed on a half termly basis or termly depending on the topic. A whole school art board is also updated half termly with new work/activities with the theme 'Every Child an Artist.' It works on a working wall basis as an extension of the Knowledge Organisers and makes it purposeful for the children's learning.

## **Our aims and objectives**

At Cranford Primary we aim to provide the children with opportunities to make purposeful work through:

- Recording from observation, experience, memory and imagination.
- Developing independent, problem solving attitudes.
- Working individually, in pairs, in groups and as a whole class on art projects.
- Enjoying the visual and tactile qualities in the natural and made world.
- Developing confidence and achievement through the acquisition of art skills, knowledge and understanding.
- Understanding that Art is about perspective and interpretation.
- Having access to a range of classroom resources, and be able to make decisions about which materials and techniques to use in their practical work.
- Celebrating all artistic achievements from all children.
- Investigating, appreciating, and beginning to recognise different kinds of art and design and materials from a variety of periods and cultures including the cultures in our wider community, making links.
- Developing self-appraisal, critique and evaluate their work through sensitive questioning and discussion with others and through peer assessment.
- Representing observations, ideas and feelings and making images and art.

- Embracing the ethos of 'Every Child an Artist.'

## Teaching and Learning

### Intent:

To provide a high-quality, knowledge-based progressive education where children can succeed as confident, independent learners with the same art experiences across the board. We strive for the children to know and understand that they can make choices and gain transferable skills that will help them throughout the school career and beyond. To enthuse and challenge all children and enable them to gain cultural capital 'Ofsted Framework 2019.'

By the end of the EYFS, pupil's artistic and cultural awareness has been used to support their imagination and creativity. Pupils should have had regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, linked to the Early Learning Goals, topics/themes/story books. Pupils should be able to safely use and explore a variety of materials, tools, techniques and skills. They should be experimenting with colour, design, texture, form and function. Pupils should be able to share their creations and explain the skills and the process they have used.

By the end of Key Stage 1, pupils should know about, and be able to, use a range of materials creatively to design and make end products related to their topic/an artist/a theme. Pupils should be able to use drawing, painting and sculpting skills to develop and share their ideas, experiences and imagination to develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space related to their topic/an artist/a theme. Pupils should know about the work of a range of artists, pinpointing and describing the similarities and differences between different practices, skills and disciplines. Pupils should be able to make links between their own work and the work of others. Skills should have been built upon from EYFS.

By the end of Key Stage 2, pupils should know about, and be able to, develop their techniques and skills, controlling their use of materials. They should be creative and be able to experiment with their artwork, showing an increasing awareness of different kinds of art, craft and design. Pupils should be able to use their sketchbooks to record their observations of art works and artists and use them to review and revisit ideas (this will also be shown/discussed through previous learning slides showing links to past year groups and topics in lessons). pupils should be able to improve their mastery of art skills and techniques. Pupils should know about and investigate/evaluate the work of great artists, architects and designers in history. Skills should have been built upon from EYFS and KS1.

### Implementation:

#### Use of high quality resources:

- Knowledge Organisers
- Oracy/sentence stems
- National Curriculum links/Early Learning Goals
- Differentiation/Adaption(subject lends itself to this)
- Inclusive teaching
- Story-telling (in a range of visual disciplines,painting)
- Question and answer

- Using news media, videos, photographs, artefacts, visiting speakers and websites(this varies from lessons to cultural and creative theme days)
- Theme days/art weeks
- End of unit exhibitions for parents and carers

### Top Ten Non Negotiables for Art:

- ★ Use of, and constant references to, children's Knowledge Organiser throughout the lesson (embed it so that the children know how to use it and can then use it independently).Refer to templates available for the format.
- ★ Each lesson follows the new structure of planning, using the Adult Knowledge Organiser, to chart the journey through the topic (KS1 & KS2 journeys). **Quick recap-prior and previous learning-hinge question.Talk Time (5 minutes chn discuss artwork in mixed ability groups for 5 minutes using the key vocabulary.Making Time-teacher model skill-not the outcome-child apply skill-plenary SA/PA.**
- ★ Pupil Talk- **Oracy focus in each lesson** (provide the chn with **sentence stems with key vocab on the K.O** so that chn become confident when discussing artists, skills, the work of others and their own work.
- ★ The motto '**Every Child an Artist**' to be introduced and used during every Art lesson, put on every lesson slide and referenced to. **Add Every Child an artist logo on L.I'S an K.O's.**
- ★ **Skills to be introduced, practised and embedded** during each unit referred to on the K.O.
- ★ Knowledge and skills to build upon previous learning (progression of skills) using the learning journey.
- ★ **Learning Intentions to feature the skill being taught,challenge,terms vocab,learning journey beneath the L.I specific to the stage of learning and space for assessment criteria (linked to TT statements).**
- ★ **New artists to be introduced**, 2 per unit for each YG-featured on the overview and Teacher Knowledge Organiser.
- ★ Use a variety of media throughout each unit in each YG-media used throughout the term featured on the teacher knowledge organiser to be included on the chn knowledge organiser.
- ★ Use of Next Steps (Challenge)to further develop the chn's Art talk, understanding and skills.

### Impact:

- High quality artwork from across the school.
- Consistency in expectations and approach.
- Progression of Skills.
- Children will be able to talk about various artists and their work.
- Good knowledge of vocabulary.
- Children can make choices as artists (Every Child an Artist).
- Rich, cultural opportunities provided.
- Children will have a wider understanding of the world around them.
- A wide range of cultural experiences

## **Classroom organisation and management**

When planning for art and design, there are a number of factors to be considered:

- Art resources should be ordered at the end of every term all resources needed for the term are on the teacher K.O and should be added to the pupil K.O
- **A3 K.O** need to be on tables to promote oracy along with sentence stems laminated and available to the children during 'Talk Time'
- Children should be exposed to the artworks of the terms allocated key artists
- Lesson structure:Quick recap-hinge questions-Oracy-'Talk Time',Making Time and Art critique time (self assessment or peer assessment depending on the stage of learning).
- Teachers to model the skills and techniques not the outcome
- A balance of class teacher and cover teaching the subject

## **Planning**

Lessons should be sequential following the learning journey to ensure progression of skills.

Year 3-6

Shared learning vocab pinpoints the stages of learning and development of skills.

Embark-  
Steady Progress-  
Accelerated Progress-  
Destination-

Early Years-Y1

## **Equal Opportunities**

At Cranford Primary School we aim to make it possible for every child to have equal opportunities to fulfil his/her artistic potential as an individual. We believe a range of cultural and ethnic backgrounds should be reflected through our art and design work and displays. Artefacts from other countries and cultures should be used wherever appropriate, and multilingual labelling should be included in display work.

We want children to develop their personal and cultural identities, by valuing their artistic heritage and by sustaining their own traditions, cultures and identities. Children need to listen to, understand, and respect the views and values of others when discussing art.

When looking at and discussing works of art, we must ensure that we provide examples of art from other cultures and times. It is of vital importance that children gain appreciation of works of art from around the world enabling critical understanding so they can use key vocabulary on the knowledge organisers to discuss what they like and dislike, challenge opinions and to give everyone the chance to share their views.

Another factor we need to consider is the diversity of artists studied, to reflect our school and wider community. We must endeavour to reference art from a wide range of time periods and cultures. We must endeavour to use the work of female artists, alongside that of male artists, which tend to dominate and be more readily accessible in the field of art.

It is the teacher's role to provide children with a broad and balanced art curriculum, incorporating art, craft and design. We also need to remember that when displaying children's work, every child has 'something' somewhere, be it in the classroom, corridor, or other display area at some point throughout the year to empower the child and to help to support and showcase our ethos 'every child is an artist'.

## **Record Keeping and Assessment**

The most important form of assessment in art is 'formative' assessment, which is based on informal observation and dialogue. Through this form of assessment, the teacher is able to gauge progress and understanding, and decide when to intervene or plan further development. Helping children to discuss their art work and evaluate their own achievement, individually and in groups, is particularly valuable.

Criteria for assessment are set out in the non-statutory guidance for art. There are no Attainment Target 'scores', as there are no levels. Judgements in art are set against the End of Key Stage Descriptions, which describe the performance most children will achieve at the end of a particular Key Stage, if they have been taught the appropriate Programmes of Study.

Pupils should be able to represent in visual form what they observe, remember and imagine. They should be able to communicate their observations, use their imagination and use different materials and techniques to produce their art work. They should be able to explain their likes/dislikes with reasoning. They should be able to evaluate and improve their own work and form opinions of other artists, observing how it has changed over time. They should begin to make connections between their own work and that of other artists, craftspeople, architects and designers from around the world.

Children's development in Art & Design in the Early Years is recorded through written observations and photographs of the children during art/creative activities. Discussions with the children about their work and their skills should be included as well. A tracking record of the children's individual progress is also kept in their Early Years Profile. In KS1 children collate their work in topic and sketch books. In KS2 children use and develop their sketchbooks throughout the year.

## **Adaptation**

In most art and design lessons adaptation is by outcome. However, we need to remember that children learn in different ways and art teaching can address the individual needs of children by:

- **Structuring work so that art includes a range of teaching and learning strategies.**
- **Balancing instruction giving with visual materials.**
- **Ensuring there is time for reflection and review of art work.**

Art and design enables children of all abilities to develop a capacity for self-expression, as it is a means of communication not bound by written or spoken language. Throughout their learning journey, children will experiment with a range of materials that either support or challenge them in order to develop their art and design skills. It is the teacher's role to encourage, extend, challenge, and monitor a child's response to various tools, materials and ways of working. Staff should be aware that artwork provides significant confidence building and motivational opportunities, and through good teaching all children can experience success, confidence and satisfaction in art.

## **Health and Safety**

Children should be given access to teacher-directed learning activities so that they learn to handle art equipment in an appropriate way, for example, sharp tools. Clear ground rules need to be established with children so that they can progressively take responsibility for their own organisation of equipment and materials and clearing up. If any "spillages" occur, they should be cleared up as quickly as possible. This means that each classroom should be equipped with cleaning materials, namely, a dustpan, brush, cloths, scourer and washing up liquid.

## **Some of the contributions of art to cross curricular competencies**

Art can initiate and support learning across the curriculum. Art provides numerous opportunities for children to acquire and develop important skills, many of which are applicable to contexts provided by other subjects.

For example, drawing is applicable in:

- Illustration of religious objects.
- Paint/Drawing programs in computing.
- Recording observations in science.
- Developing designs in technology.
- Devising notation systems in dance or music.
- Making illustrations in history.
- Illustration of information written in literacy.

Some examples of cross-curricular themes are listed below:

### **Use of Computing**

- Use software and the internet to investigate the work of artists.
- Using graphic and painting software to develop design ideas.

### **Mathematics**

- Estimating, measuring etc. when undertaking work involved with printmaking and lettering.
- Looking at pattern, shape, tessellations in the work of artists and architects.

### **Problem Solving**

- Selecting materials and techniques for a particular desired effect when doing art work.

### **Personal and Social Education/ PSHE**

- Looking at the portrayal of feelings in art, for example, self portraits by Rembrandt and Van Gogh, and in children's own work.
- Improve speaking and listening skills through discussion of their own and others artwork.