

Longcot and Fernham Primary School



Art Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

At Longcot and Fernham School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. By learning about a wide range of art techniques, vocabulary and artists from different cultures or periods, we hope to not only develop the children's passion and love of the subject but also build respect, natural inquisitiveness and an appreciation of art in all its forms. These are skills we believe will carry with them positively throughout their lives. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within Art and design lessons.

Our Art and Design curriculum stimulates imagination and creative activities, involving children in a range of visual, tactile and sensory experiences. These experiences enable them to communicate what they see, think and feel about their work in a range of ways, regardless of their ability. Using the CUSP Curriculum, we aim to guide children in developing a deep understanding of concepts we consider core to developing highly skilled. These core concepts are:

- Drawing
- Painting
- Printmaking
- Working with textiles
- Collages and 3D
- Creative responses

It is our intention that children will become passionate and knowledgeable about Art; building on their earliest creative experiences whilst developing their ability to express themselves inspiring ways.

Implementation

In the Foundation Stage, elements of Art and Design are ongoing and fall under the heading 'Expressive Arts and Design'. In other areas of the school, each class plans and delivers their own history lessons following our long-term and medium-term plans, which we use the CUSP Curriculum to form. Each lesson follows 6 essential steps to allow for deep, long-term learning to occur. Please see our **Teaching and Learning Policy** for specific detail on this structure.

Children are taught Art each term. This is designed to allow children to fully cover the Core Learning Modules outlined with the CUSP Curriculum (noted above in the Intent). Significantly, it also allows for the same core concepts to be reviewed and revisited in each year group to ensure clear progression that build on prior knowledge. Prior knowledge gained in Art helps children comprehend new material taught, in turn

enabling them to transfer this knowledge between contexts. In addition, each unit is designed for them to learn about a new technique, to explore those techniques and then to finally create an end of unit piece of art summarising this learning journey and demonstrating their development within working artistically.

Essentially, the CUSP Curriculum clearly maps a rich and ambitious vocabulary progression for each unit. We believe that clear and direct vocabulary instruction is central to children making progress and becoming active artists who can interpret, analyse and evaluate their own piece of art. Teachers carefully link the review task to the learning intention and desired outcome for the lesson.

Effective use of educational visits and visitors is planned to enrich and enhance the pupils' learning experiences within the Art curriculum. We recognise that knowledge becomes more meaningful when it becomes personal and so all will relate to an influential artist to enhance the children's learning.

In Art and design, as across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers. Additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resources, or adult intervention as required.

Impact

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of feedback.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the core concepts outlined in the CUSP Curriculum. Teachers will record children's progress after each unit to help inform end of year judgements and aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Express Art & Design.' Assessments are mainly made through observation and questioning. This information is tracked against the Development Matters criteria and used to inform judgements against the Early Learning Goals.