



Art Policy

The Round House Primary Academy

2020

Rationale

At Primary School, art has a significant and valuable role to play in the overall ethos of this school.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Aims and Objectives

The national curriculum for art and design aims to ensure that all pupils: [\[1\]](#)

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques [\[2\]](#)
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

At Round House, we believe the children should:

- have entitlement to a broad and balanced, enriching curriculum.
- enjoy an active involvement in art, craft and design.
- have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- have opportunities to learn about art from different times and cultures.
- become visually literate and able to identify and apply the key elements of art.
- all pupils will be given equal access to the experience of the art regardless of the gender, race or disability.
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Teaching and Learning

The school uses a variety of different teaching and learning styles in art lessons and within ICE Zone sessions. Our principal aim is to develop the children's knowledge, skills and understanding in art and we use a variety of teaching and learning styles in order to achieve this. The use of the ICE Zone learning within KS1 and LKS2 gives children a rich learning environment, in which they are immersed within the topic that they are studying. This in turn creates a love of learning within the children. Combining this with whole class teaching in years 5 and 6, we believe that our school provides children with a broad range of learning opportunities throughout their primary education.

We believe children learn best when:

- They are provided with opportunities to work independently or collaboratively.
- They are encouraged to ask as well as answer art-based questions.
- They are able to explore creatively using different materials and mediums.
- They have access to secondary sources such as books, paintings, sculptures and photographs.
- They are shown methods and techniques to implement into their artwork.
- They are encouraged to use a range of different resources.
- They are able to use non-fiction books, internet and videos for research.

We recognise the fact that we have a wide range of children within our classes, and so we provide suitable learning opportunities for all children by offering a variety of different ICE Zone activities for pupils with KS1 and LKS2, as well as providing differentiated work within years 5 and 6.

The role of the teacher should include:

Providing children with both taught art lessons and the opportunity to explore through more independent activities is, we believe, integral to the teaching of art.

Taught art lessons will encourage pupils to engage in class discussions, where children are given the opportunity to ask and answer art questions.

ICE Zone art activities will often be carried out by children after having had an initial teacher-input, which gives pupils the opportunity to work independently to demonstrate their understanding of a topic and to explore this further. The children enjoy the

opportunity to carry out independent learning, asking and answering questions linking to specific topics.

Teachers and teaching assistants in classrooms and the ICE Zones are clear with the expectations of work within art sessions and this is explicitly taught to all pupils through modelling and discussion.

Specific success criteria that link to aspects of required learning are used within each activity to help children when completing activities.

Teachers will make sure that:

- access to resources will allow children to make choices about their own work
- children are given the opportunity to discuss existing pieces of art, as well and create new ones
- examples of existing pieces of work by famous artists are used in exploration stage to engage children and foster an understanding of the larger cultural context of art and its historical significance
- resources provided will support the variety of abilities and needs
- children are given opportunities to evaluate their work and the work of their peers
- each year, children will have the opportunity to use a range of different resources

Teaching within the ICE Zones:

Every day, the children in both Years 1/2 and in Years 3/4 are split into two groups. One group stays with the class teacher and the other goes out into the ICE Zone. Here they work with experienced TAs on their foundation subjects. Teachers are timetabled on a weekly basis to lead whole class sessions in the ICE Zone on a range of foundation subjects, including art. Every single subject is spread across both ICE Zones so the children receive the best experiences possible.

Teaching within EYFS:

Within the EYFS, the arts falls within Expressive Arts and Design. At The Round House, children's creativity is extended by the provision of support for their curiosity, exploration and play. Staff develop a child's imagination, creativity and their ability to use a range of media and materials. Children are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, songs, movement, dance, imaginative and role-play activities. All of these approaches to expressive arts, help children to represent and understand their own feelings and ideas.

Planning

Using the National Curriculum, every term, Year 1/2 and 3/4 teachers from the DLPT meet and collaboratively plan this intensive curriculum. As a group, every foundation subject is discussed and planned meticulously to link with the children's topic. The teachers also take ownership of the unit and introduce the topics to the children at the beginning of every term. Throughout the term, the teachers have a continuously updated overview of how and what the children are learning.

Likewise, Year 5/6 teachers from The Round House work together to plan all foundation subjects in a similar manner, with the aim being that all lessons will relate to a specific topic which the children will be exploring that term. With the termly topics operating on a two-year cycle, all national curriculum objectives will be covered at the end of such cycle.

Monitoring and Evaluating

This will include:

- Observations of art lessons
- Observations within the ICE zone
- Planning scrutinies
- Sketchbook scrutinies
- ICE Zone folder scrutinies
- Pupil conferencing
- Analysis of data (including the focus on specific groups)
- Staff meetings to ensure consistency of approach, standards and expectations
- Peer observations and book looks to encourage a collaborative approach

Relevant staff CPD and training are put into place as a result of any monitoring.

Cross curricular Links

Children's topic learning contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. By using texts based on artists and their work, oracy is developed through discussions and develops their writing ability by creating non-fiction texts. This in turn leads to developing historical contexts. Shape and symmetry in art can link strongly to mathematical objectives. Art is often used in PSHE lessons to portray feelings and to help children understand their emotions

Researching artists and their work, as well as their place in history, involves practising ICT skills. We use ICT in art teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in art at Key Stage 2. Children use ICT in art to enhance their skills in data handling, in presenting written work and researching information using the internet and Espresso.

Opportunities for cross curricular writing take place in the ICE Zones for children in Year 1 to 4. We have an inspiring creative curriculum and children can develop their competency in transcription and composition. All children have many opportunities to write in a wide variety of contexts when in the ICE Zone. In Year 5 and 6, children are also provided with the opportunity to write in a range of foundation subjects.

Pupil Assessment

The assessment of pupil progress within art is on-going by the class teacher and is part of formative assessment. Children have a regular quizzes in the ICE Zone and half-termly assessed quizzes in class.

Children are given an opportunity to write at length at the end of each topic: this 'essay' is used to assess their knowledge and understanding of foundation subjects linked to their topic and also provides them with additional opportunity to write for a purpose.

Teachers are required to carry out summative assessments at the end of each term, where they will assess children's understanding and update this information on Arbor. Exemplars are used to aid the assessment of pupils.

Equal Opportunities

We aim to ensure that all pupils have equal access to the teaching of art at a level appropriate to their age and needs. For children who are identified as requiring extra support, these are identified within Pupil Progress Meetings and supports are put in place with consultation from the SENDCo in order to ensure that they are given appropriate activities that they are able to complete.

Art forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Roles and responsibilities

This policy was reviewed by the Arts Team and SLT.

Its implementation is seen as the responsibility of the staff and will be supported and monitored by the Arts Leads on behalf of the Headteacher and Governors.

Agreed by Trust: Summer 2020

To be reviewed: Summer 2024

Appendix

Round House Arts Charter

During our time with us, children will.....

- Learn to play an instrument
- Listen to live music
- Compose and perform
- Regularly take part in singing
- Watch a theatre production
- Take part of a performance in front of an audience
- Have artwork displayed (art gallery/public place)

- Experience a range of art techniques
- Create a sculpture
- Take part in workshops with professional artists, musicians, crafts people, curators, dancers, poets, authors, architects...
- Visit a gallery
- Choreograph and perform a dance routine
- Visit a heritage site
- Visit a museum
- Make an animation or short film
- Create stories, poems and plays
- Read books for pleasure
- Listen to and enjoy stories and poems
- Become a regular user of a library
- Write stories, poems and plays
- Learn about people who have created or are creating art forms
- Gain knowledge about the historical development of those art forms
- Use arts specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic work
- Have the opportunity to take part in an extra-curricular club