

Art Policy

Each unit of work is based upon a lesson structure which develops skills and enhances children's opportunities for creativity. The Lesson structure is as follows:

- The unit is centered around a question to explore as a stimulus for the art created.
- Each unit begins with a drawing lesson – based on the progression grid for the year group. The first drawing lesson of the year for each year group is a still life drawing of the same object (shoe/car/water bottle) across the school.
- Artist focus – children will learn about the artist and their artwork. This can include elements of the artist's life but **must** include analysis of one or more of an artist's work. Care and attention here should be taken to ensure the children understand the artist's intention behind their artwork/s. The artists chosen have been carefully selected to ensure they represent a range of people and cultures – specifically linked to our values of friendship and openness.
- Skills based lessons (2/3 Sessions) Children develop skills based upon the artist's work and medium being studied – additionally these artist have been chosen so the art skills children need to learn can be achieved through the study of this artist.
- Planning Lesson (as many as needed) this is when the children plan their own artworks inspired by their learning in this topic. They may spend one lesson planning composition and another exploring textures or colourways. Given a theme?
- Creation of Artwork (as many sessions as needed) - these are completed separately to the sketchbook. A photograph or copy is placed in the sketchbook for evaluation.

Learning in Art is collected in Sketchbooks from Year 1 – These are annotated throughout a unit with notes, ideas and reflections on learning. Knowledge organisers are used within lessons to enable children to learn techniques, vocabulary and for retrieval of key knowledge. Children's work is displayed so they are proud of what they have achieved.

To ensure we are representing a diverse range of Artists and types of Art we support our curriculum through "Art of the Month" which is used for discussion – exposing children to a wide range of artists past and present. Art of the Month focuses on a theme or artistic movement each term to help children contextualise their learning in art and make links. We feel this is important to ensure children have equal opportunities to be exposed to a range of artists and artworks. Finally, to support staff and develop good pedagogy and subject knowledge, CPD is built into staff meetings throughout the academic year

How we support SEN pupils in Art:

- Children are supported with language development through the use of knowledge organisers and explicit teaching of vocabulary.

- Children are given multiple opportunities to develop their own compositions and develop skills at their own pace.
- Children with SEN are not removed from art lessons; they are supported as necessary through provision in the classroom.
- Children are exposed to a range of art and design and artists to help them explore and visualise art this supports SEN children with idea generation.
- Children with sensory needs are given opportunities prior to the lesson to enable them to explore materials in a safe space.
- All children are given explicit modelling for practical lessons and given additional support if needed.
- Children are supported with sentence stems to develop articulation in art and design.
- Art is in the environment which normalises art so it promotes confidence and familiarity.
- Lessons have a clear structure which supports routine development reducing anxiety and stress for pupils with mental health SEN.

The contribution of Art to teaching in other curriculum areas:

English

Art contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening. Pupils discuss and research a range of artists and art work, encouraging and developing communication skills. Vocabulary is regularly taught and retrieved in Art of the Week and through the use of knowledge organisers.

Mathematics

The links between Maths and Art are endless. These links can be implemented in a range of ways through discrete lessons or the study of a specific artist. E.g. Mondrian

Personal, social and health education (PSHE) and citizenship

Art can be used to support various PSHE and citizenship in various ways. Eg. It can be used to reinforce the idea of recycling by creating sculptures out of recycled objects.

Spiritual, moral, social and cultural development

Art encourages pupils to communicate their ideas and feelings. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. Pupils work is celebrated throughout the school and is to be displayed in many areas. Pupils are exposed to a wide variety of cultures, beliefs and religions.

Science and Computing

The study of nature is a theme which has been seen throughout history in Art. Science can be used as a driver for artistic works such as exploring the changes of seasons. Art can enhance the computing curriculum by using a range of software to create artwork.