



## **Roman Road Primary School Policy for Art**

**Reviewed February 2021**

**To review Feb 2024**

## Rationale for Art

This policy reflects Roman Road Primary school's values and philosophy in relation to the teaching and learning of art, craft and design. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the scheme of work, which can be used as a springboard to develop the individual teacher's ideas in a personal way, knowing they are within the school's guidelines. This should enable teachers to design a programme of activities which is responsive to their own, and children's, skills and needs in art at that particular time.

### **Audience**

This document is intended for:

- All members of teaching staff□
- The school governors□
- Parents□
- LEA advisers and inspectors□
- Inspection teams□

This policy document, having been presented to and agreed upon by the staff and governing body, is distributed to all individual members of the teaching staff and school governing body. Such distribution ensures accessibility of the document to visiting teachers, outreach and support staff and parents.

Roman Road Primary School believes it is important to help parents to understand the curriculum and become involved in children's learning. Therefore, a copy is available for parents in the foyer.

### **Subject Aims and Objectives**

Art education allows the expression of some of the highest forms of human creativity. A highquality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and begin to develop an understanding that art reflects and shaped our history, and contribute to the culture, creativity and wealth of our nation.

#### Art education should:

- • Foster the individual child's creative ability and develop the technical skills necessary to bring them to their full potential.□
- Help children explore the world at first hand using all their senses and experimentation, and so gain knowledge and understanding of the world in which they

- live.□
  - Develop confidence, value and pleasure in Art.□
  - Develop children’s aesthetic awareness and enable them to make informed
- judgements about Art.□
  - Be used to express their own ideas, feelings, thoughts and experiences.□ □ □
  - Develop children’s design capability.□
  - Develop children’s ability to value the contribution made by other artists, craft workers and designers and be able to respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures.□

The National Curriculum for art aim to ensure that all pupils:

- - 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.□

**Attainment Targets**

The Attainment Targets are divided into several strands through Key Stage 1 and Key Stage 2 and are organised into levels of increasing challenge based of skills developed. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 (Years 1 and 2)

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 techniques in using colour, pattern, texture, line, shape, form and space.□
- - Know 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 (Years 3 - 6)

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

Our children will undertake a balanced programme which takes account of abilities, aptitudes, physical, emotional and intellectual development.

When learning Art the children will be provided with a range of skills, concepts and attitudes. They will also be taught to master a range of techniques and methods of working.

### **Curriculum and School Organisation**

In order to achieve these aims, Art must not be undervalued and seen simply as a time-filler or to cover walls of the classroom. It is identified and valued as a subject in its own right. It is taught every week alternating with Design and Technology every half term.

We base Art on an adapted Scheme of Work which is itself based on QCA Units of Work. Our topics are set down in the Curriculum Overview for each year group. Certain topics at both Stages have been identified as providing opportunities for the development of crosscurricular themes, dimensions and skills, and these have been identified on the Curriculum Overview. At Roman Road, we value notion of making cross curricular links. We believe that through this, children will develop a deeper understanding and will provide opportunities to reinforce learning.

Learning activities are sequenced to ensure continuity and progression. They are taught through a combination of direct teaching, providing children with real experiences, use of teacher-prepared materials, other artists' work, educational visits and other resources such as television and video programmes or ICT.

Each class teacher ensures that throughout the year all skills listed in the scheme of work will have been covered.

The subject is taught by all class teachers and has a curriculum coordinator with responsibility for developing the subject. The coordinator receives any information or resources which arrive in school as well as being responsible for ensuring that the school is full equipped with appropriate resourced for children to develop their skills and knowledge. At Roman Road, we value teamwork and the ideas of all staff and therefore decisions regarding the development of the curriculum or attendance on courses involve all members of the school teaching staff.

### **Planning and Evaluation**

Planning of the topic begins with the units of work identified on the Curriculum Overview for that particular half term. Teachers create a lesson plan of 6 lessons which use the learning objectives stated on the medium term plan. Their plans show when it is planned to teach each objective and how each session will be differentiated, where appropriate.

Areas for cross-curricular work will be explored at the discretion of the teacher but are seen to be a desirable area to be working towards. Art is seen as being particularly suitable for linking to work in other curriculum areas including ICT. These links are clearly outlined on the Curriculum Overview for each year group.

Evaluation of teaching and learning takes place immediately after each session and relevant information is transferred to the end of unit evaluation and during assessments.

Whole school staff consultation takes place in order to implement any changes to the planning or evaluation structures already in place.

### **The use of Sketchbooks**

Sketchbooks should be used as an integral part of exploration and development of ideas at Key Stage 2. We encourage our children to use their sketchbooks as a means of recording, investigating and experimenting with materials, images and ideas. The use of sketchbooks is emphasised in each of the units of work.

A sketchbook should support children's learning in Art in the following ways:

- Development of drawing skills and recording from observation, experimental drawing techniques using line, tone, texture, shape, colour and pattern.□
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- Research through drawing from first-hand and gathering information from secondary sources such as books, magazines, photographs etc.□
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- Exploring the potential and properties of materials.□
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- Researching the processes of designing and making a piece of 2-D or 3-D artwork through drawings, diagrams and digital photographs.□

### **Assessment, Record Keeping, Reporting**

Children's learning in Art is assessed in a variety of ways and these include:

**Formative:** allows the teacher to see what the child knows, understands and can achieve during lesson.

**Summative:** records children's achievement over a period of time, monitored and recorded by Subject coordinator half termly.

**Diagnostic** – identifies areas of strength and weakness using assessment spreadsheets.

**Evaluative** – allows teachers and school leaders to see the effectiveness of teaching in terms of performance.

### **Formative Assessment**

At Roman Road, Formative assessment is embedded in the daily teaching and learning process of Art. This involves:

1. Evaluating pupil's prior knowledge and knowledge learnt during lesson.
2. Setting explicit learning intentions.
3. Sharing learning intentions and success criteria with pupils.
4. Questioning effectively.
5. Pupils evaluating their own and peers' performance against success criteria.
6. Teacher s and pupils reflecting and reviewing performance and progress.
7. Effective oral feedback to inform pupils what they should do next.
8. Children responding to feedback

### **Self-Assessment and Peer Assessment**

At Roman Road, we believe that self-assessment of one's own work is vital to enable children to assess their own abilities and evaluate their own needs. Peer and selfassessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning. The aim is to involve children in the analysis and constructive criticism of their own and others work.

As part of the assessment process, we encourage Teachers to display all the work initially, in recognition of the efforts of all children. Teachers should then retain a section of the work as exemplar evidence. This should include examples of three levels:

- Work considered good in relation to specific learning objectives.□
- That which is sound.□
- That which reflects a basic response.□

### **The Coordinator's Role**

The coordinator's responsibilities are:

- To establish a secure profile of the subjects.□

- To create and adapt medium term plans where necessary.□
- To monitor teacher’s planning to ensure they follow correct objectives.□
- To monitor children’s books to understand and see what the school is doing for Art.□
- To monitor teachers’ assessments to see school’s strengths and weaknesses and building on these.□
- To ensure that the resources are sufficient and appropriate.□
- To replace and acquire new resources.□
- To model the teaching of Art where necessary.□
- To assist colleagues in the planning and delivering of lessons.□
- To attend Network Meetings and provide feedback to other members of staff.□
- To promote the understanding and appreciation of Art.□

### **Resources and Accommodation**

An inventory of resources is available, it outlines the art materials available and the teachers’ resources which they may require when delivering various units of work.

As a curriculum area Art has a subject coordinator: **Aakifah Patel**. The Coordinator receives information and resources that arrive in school and distributes them accordingly. The Art Subject coordinator is responsible for ensuring that resources are maintained and monitored. Resource purchasing is in accordance with normal school procedures and comes from the Art budget.

### **Equal Opportunities, Special Needs & Providing for Children with English as an Additional Language**

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in history in order to make the maximum progress.

We aim to do this by:

- Taking the individual needs of children into account.□
  - Using language which is appropriate to each child’s ability.□
  - Avoiding the negative use of written, spoken and body language.□
  - Choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which
- avoid stereotypes.□
- Choosing resources which are user friendly and easily accessible to all.□
  - Showing in our planning how tasks are differentiated and targeted for children
- of differing abilities.□

- Ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.□

### **Inclusion Statement**

We believe that all children at ROMAN ROAD PRIMARY SCHOOL should have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress and demonstrate achievement irrespective of ability (including Gifted and Talented) or special educational needs, gender, ethnicity, language group, disability, religious beliefs or social circumstances.

Where pupils have special educational needs, which are not identified as being learning difficulties, but requires other special provision (e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

We aim to do this by:

- Taking the individual needs of children into account using language which is appropriate to each child's ability.□
  - Avoiding the negative use of written, spoken and body language.□
  - Choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid
- gender stereotypes.□
- Choosing resources which are user friendly and easily accessible to all children.□
  - Showing in our planning how tasks are differentiated and targeted for children of differing abilities□□□
  - Ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.□

### **Monitoring and Evaluation**

Monitoring and evaluation is carried out to enhance the teaching and learning of Art within our school. The coordinator, supported by the Senior Management Team, undertakes detailed evaluation.

Monitoring focuses on content, children's progress and factors influencing progress, including organisation and methods, resources and their accommodation.

Some evaluation is ongoing and occurs through observation and discussion of children's work and that of other people. Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment.

Throughout the year the whole staff is encouraged to feed back any information and ideas to the Art Coordinator, for example comments on how a particular topic is progressing and how work undertaken by children is progressing.

The Art Coordinator works closely with all staff to consider any necessary changes or adaptations to the scheme of work or the policy. Whole staff discussions take place and agreement reached before any amendments are made.

**Aakifah Patel February 2021**