



Art Policy

Why

At Brookdale Primary School the curriculum is designed to **include, inspire, engage and nurture** our children to achieve and flourish as citizens of today and the future; encouraging children of all ages to think deeply about the past, present and future of our community and the wider world.

We believe that teaching and learning in art stimulates creativity, imagination and inventiveness. It fires the imagination and is a fundamental means of personal expression. The purpose of art education is to give all pupils, irrespective of gender, culture, ability or aptitude, the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. Our inspiring and engaging Art curriculum engages children in activities which nurture an understanding and appreciation of art inspired by a variety of people, cultures, styles and periods of time.

How

Our Art curriculum **includes, inspires, engages and nurtures** our children's interest in and enjoyment of art through opportunities to

- study and respond to the manmade and natural world through a variety of experiences using a wide range of media.
- develop visual and tactile awareness that teaches them how to look, and explore with their eyes.
- express their thoughts and actions verbally and visually.
- develop a knowledge of materials, equipment and skills through experimentation and teaching
- invent, and create their own pieces of work in 2 and 3 dimensions.
- create work that is inspired by the work of and uses techniques learned from real artists.
- develop a respect for the abilities of other children, encouraging them to collaborate and cooperate across a range of activities and experiences.
- engage in the same high- quality level of teaching and learning opportunities as each other.
- apply their skills and knowledge to other subjects (cross-curricular links).

EYFS –

In the Early Years Foundation Stage (EYFS), it is our intention to relate the children's creative development to the objectives set out in the Early Learning Goals which underpin the curriculum planning. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which creativity is valued and encouraged. Children are engaged in a range of imaginative and enjoyable activities, and their responses involve the various senses. The children are given the opportunity to work individually and collaboratively with others through planned activities linked to the whole curriculum as well as the revised Kapow Art scheme for F2.

Years 1 to 6 - follow the National Curriculum for Art and Design 2014

- Units of work from the revised Kapow Art scheme give the children the opportunity to describe similarities and differences between different practices and disciplines and to make connections between them
- Children are taught to use a variety of media and to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Sketchbooks are used for children to record observations, ideas and practice skills taught. They provide the opportunity for children to review and revisit their ideas.
- Art lessons help children build up and practice art and design skills and techniques using colour, pattern, texture, line, shape, form and space.
- Knowledge Organisers for each year group set out specific vocabulary that will be visited in each unit and can be revisited regularly for embedding and retrieving knowledge.
- Children are introduced to the work of a range of artists, craft-makers and designers.
- Activities provide opportunities for children to compare ideas, methods and approaches in their own work and that of other children, and to say what they think or feel about them.
- Children are taught about hazards, risks and controls which may be encountered when using tools, equipment and materials. Assessment of risk is made before and during lessons by the adult(s) taking a lesson and children are encouraged to manage their environment to ensure health and safety to themselves and others.
- The use of technology may be used to enhance teaching of art and design and when learning about the work of artists and designers. Visual information may be collected using digital cameras and ipads in order for children to develop their ideas or keep a record of them. Observations can be manipulated through the use of photo-editing or painting software and Apps.
- Specific skills and techniques experienced in different year groups are outlined in the Art Progression Map.

What

- Children know more and remember more as they progress through school.
- Children have built up knowledge and skills they can talk about and demonstrate.
- Children are able to talk about key vocabulary and learning from subject Knowledge Organisers
- Children are able to assess and evaluate their own work, helping them appreciate how they can improve their own performance and consider targets they would set themselves in the future.
- Children's sketch books, final pieces of work, photographic evidence and teacher observations are used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Progress, achievement and effort in art and design are passed on to parents and carers at open evenings and in the annual report.
- Through ongoing monitoring, pupil and teacher voice as part of our bespoke "Deep Dive" process the subject leadership team can report on standards in art across the school to the governing body.

