



Cedars Primary School – Art Policy

At Cedars Primary school, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long-term memory.

As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education.

Intent:

At Cedars Primary School art should be fully inclusive to every child. We promote equal access to all aspects of the art curriculum for all our children regardless of gender race or disability. At Cedars Primary School, we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Cultural capital promotes social mobility and success in our stratified society, giving children the desire to aspire and achieve social mobility whatever their starting point.

The aims of teaching art and design in our school are:

- fulfil the requirements of the National Curriculum for art and design
- provide a broad and balanced curriculum
- ensure the progressive development of knowledge and skills
- enable children to observe and record from first-hand experience and from imagination
- develop the children's competence in controlling materials and tools
- acquire knowledge and become proficient in various art and design techniques and processes
- begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space
- produce creative work, exploring their ideas and recording their experiences
- encourage good, safe practice in art and design
- foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers
- increase critical awareness of the roles and purposes of art and design in different times and cultures
- analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design

Spiritual Education: Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities.

Appreciate the achievements of other artists both contemporary and from the past. Develop fascination, awe and wonder in the work of others.

Moral Education: Talk about how artists and designers represent moral issues through their work.

Social Education: Collaborate to create pieces of work

Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class.

Recognise the need to consider the views of others.

Develop collaborative, cooperative and teamwork skills.

Cultural Education: Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts.

Explore a range of festivals and celebrations from our own and other cultures.

BRITISH VALUES

Democracy: Take into account the views of others in shared activities.

Vote for outcomes

The Rule of Law: Undertake safe practices, following class rules during projects and activities for the benefit of all.

Understand the consequences if rules are not followed.

Individual Liberty: Work within boundaries to make safe choices in art and design

Make own choices within art and design projects.

Tolerance of those with different faiths and beliefs: Experience and talk about art and design work from different cultures and religious beliefs.

Use art and design pieces to learn about different faiths and cultures around the world.

Mutual Respect: To behave appropriately allowing all participants the opportunity to work effectively.

Review each other's work respectfully.

Work together on projects, help and advice others.

Experience different festivals, traditions and celebrations through art and design.

Implementation:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a termly topic, focusing on knowledge and skills stated in the statutory requirements from the National Curriculum. At Cedars, we ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The art and design curriculum at Cedars Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. We teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced curriculum to all children. Children with special educational needs benefit in a number of ways through cultural awareness: studies of different artists, social development and self-esteem.

When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

Art provides excellent opportunities to enhance the learning of more able pupils through improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Children showing extensive aptitude in art will be placed on our schools gifted and talented register. These children will be selected for appropriate enrichment opportunities throughout the year.

At Cedars Primary School we provide a variety of opportunities for art learning inside and outside the classroom. Every year we have a 'Humanities Enrichment Art club' where the subject leader plans fun, engaging art activities for the children to attend. These activities should be guided by the children's interests in particular topics.

Impact:

Within art, we strive to create a supportive and collaborative ethos for learning by providing our children the desire to express their feelings and ideas through creative media. We aim to give them the skills, attitudes and knowledge of materials, techniques and equipment to do this. We will provide a rich repertoire of media, materials and equipment for the children to explore, thus enabling them to select exciting and effective means to express themselves. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Pupils' work is celebrated and parents can access the art work on the school website.

Our art curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's proficiency in drawing, painting, sculpture and other art, craft and design techniques.
- Teaching and learning of subject reports are presented to the governing body as and when required.
- Art work is monitored by the allocated governor for Art.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation of art work where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their pupil's work.
- Marking of written work in books.

Review Approval Body:

Date Approved:

Next Review Date: (2024)

Subject Leader: Ruksana Ahmed