



Art Policy

Intent

The way in which our curriculum is planned, the organisation of each day and the methods that our teachers use are all in response to our knowledge of how young children learn best.

The manner in which our curriculum is organised enables all children, including those with additional needs and EHCPs, to fully participate in learning activities. We ensure that our curriculum makes our children “**Achieve**” both personally and academically:

All children are provided with the very best learning experiences.

Classrooms are stimulating and a safe space where children develop their love for learning.

Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Early Years expertise is used to meet the unique needs of the children from the ages of 3-7.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

Our early years expertise at Torpoint Nursery and Infant School means that we focus purely upon the child as they move from Nursery to Reception and then onto Year 1 and 2. We continually use children's previous artistic skills, their individual talents, their curiosity and fascinations to build upon their learning and ensure they make excellent progress in art.

By placing the child at the heart of all we do, including delivering the most effective teaching and learning of a progressive, creative, challenging curriculum, it will enable the highest standard of behavior. This impacts on children's ability to achieve the highest engagement and standards of art.

Children will be highly motivated and have a positive attitude towards art and experimentation with different forms of media. We will instill confidence in our children so that they can express themselves through art in individual ways as well as collaboratively. Children will be able to identify their own artistic talents. This mirrors our strong PSHRE Programme of Study, where children's personal development in art, such as their creative thinking, self-confidence, self-esteem and ability to express themselves, is at the heart of the subject.

Our art curriculum ensures that all children develop the fundamental knowledge, skills and understanding to excel in all aspects of art. Objectives from the EYFS Development Matters guidance and Key Stage One National Curriculum inform our progressive Programme of Study. As part of our curriculum, children learn new skills and processes subject to drawing, painting and sculpture.

Implementation

Our approach to all children as individuals including those with SEN alongside our accurate and on-going assessment, together with our curriculum organisation, (see Curriculum Teaching and Learning and Assessment document) means that all children, including those with individual needs, can access the curriculum on offer.

Teaching and learning

Teachers ensure that all children will meet learning objectives in the Programme of Study through a discrete or specific approach to teaching and learning, as well as cross-curricular learning as part of our ACHIEVE curriculum. Our learning themes provoke questioning, inspiring children to learn about a range of art work.

When visiting a classroom, you will see children:

- producing creative work, exploring their ideas and recording their experiences.
- becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluating and analysing creative works using the language of art, craft and design.
- learning about great artists, craft makers and designers, and understanding the historical and cultural development of their art forms.
- developing their fine motor skills required for all areas of learning across the curriculum.

Art within EYFS is covered within the specific strands of learning: 'Creating with materials' and 'Being imaginative and expressive'. In Key Stage One, teachers will ensure that the skills children have acquired in EYFS are built upon and utilised to enable children to gain further skills and new knowledge.

Children will be taught to:

- ❖ use a range of materials creatively to design and make products.
- ❖ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- ❖ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ❖ learn 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.

Assessment

Progress is tracked through the school's comprehensive assessment documents which have specific end points that the children are assessed against, in the form of 'I can' statements.

These 'I can' statements link directly to what has been taught in the Programme of Study.

Children will need to demonstrate that they have achieved the statements within their independent work, over time and in a range of contexts. Learning Journeys will be used as the key assessment tool for each year group.

The Subject Leader will monitor the progression of art throughout the school from Nursery to Year 2; observing and evaluating lessons, outcomes and assessments and by examining work in books and talking to children about their art.

Extra-curricular

Art is an extra-curricular club that runs every Thursday for a duration of five weeks each term. Children will further their love of art and be taught new skills to create individual and group artwork.

Additionally, children design their own Christmas cards each year which are sent to a professional printing company where their parents and family may purchase them.

Throughout the year Torpoint Nursery and Infant School will enter local competitions (E.g. Lions Fair) where children submit their artwork for external appraisal and potential prizes.

Celebrating achievements

Artwork by every child is celebrated by the class teacher and support staff; children are made to feel proud of the work they produce.

The artwork of every child will be displayed in the classroom and/or around the school for all children and adults to see, as well as all visitors to the school. Corridor displays are managed within year groups to show the quality of art work produced. The display boards in the hall are changed each term to show a large display of the outcomes and processes within each year group and their themes.

Impact

Children, including those with individual needs and EHCPs, leave us as independent learners. Our knowledge of research relating to one to one support ensures that children do not become reliant upon adult support to complete their learning activities.

Our art curriculum improves the competencies and wellbeing of all children not only through the artistic skills taught but also through the essential values and disciplines that art promotes such as expression, concentration, resilience, self-discipline and evaluation. It ensures that all children have a positive approach to producing and appreciating art. Children will believe in their own ability to produce artwork that they can be proud of in a wide range of media.

Our curriculum allows children to develop a lifelong love of art to help them express their emotions, identify their feelings and transfer the skills they learn to the wider curriculum. They will have fine motor skills and a good pencil grip that supports their handwriting and use of tools in the life as a child and later into their adult life.

As children leave our school they will have studied the work and techniques of at least 6 famous artists (these will change each year dependent on theme and will include classic artists through to modern artists). They will have responded to and will be able to talk about the work of these artists, their methods of work and will have used the same resources and methods to create their own

artwork. Children will leave our school with a cultural awareness and having developed their own style art in a range of materials and forms.

Review

This policy will be reviewed as appropriate by staff and governors.

Effective Date

Reviewed September 2021

Next to be reviewed September 2022