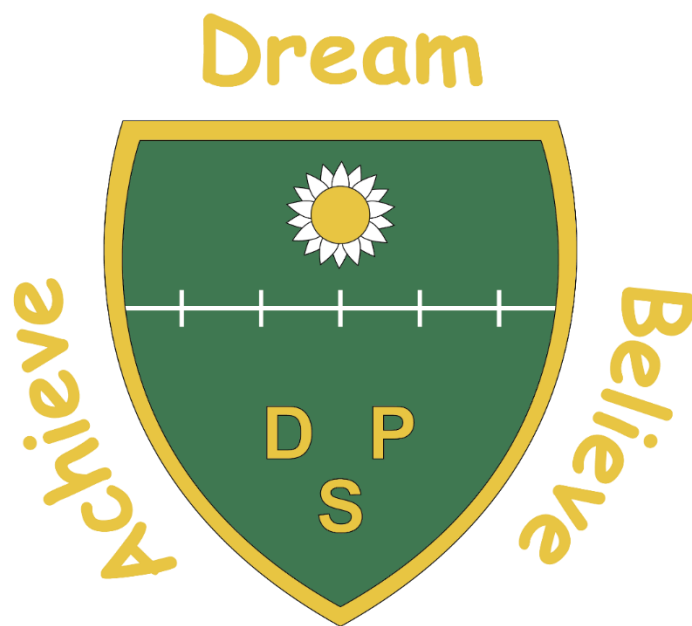


Daisyfield Primary School



Art Policy
September 2024

Intent

At Daisyfield Primary School we believe that Art embodies some of the highest forms of human creativity. At Daisyfield Primary School, we strive to deliver, a high-quality art education which engages, inspires and challenges pupils. This will equip each pupil with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, we aim to enable them to think critically and develop a more rigorous understanding of art. They also learn how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation and their local community.

All children are given opportunities to develop creativity and imagination, to develop skills which will enable them to communicate what they see and to be aware of the diverse roles and functions of art in contemporary life and in different times and cultures.

Our Art curriculum aims to develop children who are:

- Tolerant
- Creative
- Articulate
- Curious
- Independent thinkers
- Risk takers
- Resilient
- Open to trying new things
- Confident
- Compassionate

Impact

Through the clear and aspirational intent and structured and rigorous implementation of the Art curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in Art. The impact of this is measured in the following ways;

- Teacher subject knowledge is reviewed through observations, pupil questionnaires and sketch book reviews. This information is used to plan staff meetings and external training opportunities.

- Teachers set clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.

Aims

The aim of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes an Art curriculum that is progressive and allows children to build upon previous learning.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- Links to famous artists and craftspeople are used at the beginning of many units of work to engage children and immerse them in their learning.
- We provide a wide range of first-hand experiences to help children make connections and remember more.
- We develop Art as a tool for promoting a healthy mind.
- We develop local, national and global multi-cultural awareness.

- Subject specific vocabulary is selected and taught explicitly using the national curriculum. Working walls/displays show the building of knowledge and skills over the course of a unit.
- We promote curiosity and critical thinking by giving children lots of opportunities to ask questions about their learning. They use some of these questions to further their learning by doing their own research.
- Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs.
- Expert teacher subject knowledge is developed through CPD and support from the Art Co-Ordinator.
- Children are encouraged to experiment in a wide variety of media, developing their skills as they do so.

Curriculum

At Daisyfield Primary School, we follow the statutory programme of study and attainment targets for art at KS1 & KS2.

Key stage 1

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 and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

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.

Pupils should be taught:

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

Art is delivered through the Kapow scheme of work (see table below). There is a consistent approach across all year groups where cross -curricular links are made where appropriate to embed learning and essential learning experiences are planned for as and when appropriate.

Daisyfield Primary School – Art Overview 2024-2025			
Term	Autumn 1	Spring 1	Summer 1
EVFS	Physical Development: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. Expressive Arts and Design: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used.	Physical Development: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. Expressive Arts and Design: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used.	Physical Development: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. Expressive Arts and Design: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used.
Beech Year 1	Art and Design Skills	Formal elements of Art	Landscapes using different media
Birch Year 1			
Sycamore Year 2	Formal elements of Art	Sculpture and mixed media	Art and Design Skills
Chestnut Year 3	Prehistoric Art	Formal elements of Art	Art and Design Skills
Rowan Year 3/4	Art and Design Skills	Formal elements of Art	Sculpture
Hazel Year 4			
Elder Year 5	Formal elements of Art	Every Picture tells a story	Design for a purpose
Aspen Year 5/6	Photography	Make my Voice Heard	Still Life
Willow Year 6			

For the Early Years Foundation Stage, we use the 'Development Matters' non-statutory guidance (see table) and encourage our pupils to explore and use media and materials to be imaginative, by being creative and thinking critically.

EYFS Links to Art			
3-4 year olds	Physical Development		Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design		Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills
ELG	Physical Development	Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Assessment

At Daisyfield, we ensure teachers assess children's learning and skill knowledge in line with the school's assessment policy.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and process specified in the relevant programme of study.

Pupils in KS1 and KS2 are expected to show their progression in their sketchbooks and assessment will be undertaken in various forms, including the following:

- Pupil voice questionnaires
- Ongoing discussion with pupils about their work.
- Assessing work against learning objectives.
- Pupils self- evaluation of their work.

Teachers will also assess pupils:

- Knowledge of tools, materials and equipment.
- Ability to record and communicate their ideas in a clear manner.
- Personal qualities and attitudes towards their work.

- Ability to explain the process they have followed.
- Ability to use materials safely and effectively.
- Ability to evaluate their own work and the work of others.

Resources

The school has a selection of centrally stored materials and equipment to ensure that pupils have access to the necessary resources.

The Art budget covers the cost of materials and 'ELE' experiences.

Art orders are made 3 times per year to ensure efficient stock is available to support learning.

Display walls are used in classrooms to showcase work

Health and Safety

Pupils are allowed full access to a wide range of materials in art to maximise their learning experience.

The risk of each task and materials required will be assessed by the classroom teacher and subject leader before lessons.

Pupils will be taught to use equipment properly by the classroom teacher before use. They will be fully briefed on the importance of how to correctly use the equipment.

Special Educational Needs

The Art curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education.

More Able and Talented

At Daisyfield we identify our More Able and Talented children using our Daisyfield Assessments. We outline those working 'Above' given objectives. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In Art we have identified 5 characteristics of the most able which are as follows:

- Think and express themselves in creative and original ways.
- Have a strong desire to create in visual form.
- Use materials, tools and techniques skilfully and learn new approaches easily.

- Initiate ideas and define problems.
- Critically evaluate visual work and other information.

Monitoring

Monitoring of the subject through, planning, learning walks, lesson observations, sketch book scrutiny and pupil discussions to measure the impact of Art in all year groups. Areas of strengths are celebrated and areas for development are acted upon.

Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning.

Reviewed September 2024

Review date: September 2025