



**West Park
Church of England
Primary School**

Curriculum Policy for Art

‘Let your light shine’ Matthew 5

Date of approval	November 2024
Date of next review	Autumn term 2025
Approved by	Full Governing Body

West Park CE Primary School – Art Policy 2024/25

The Team – 2024-25

Subject leader(s) – Lisa Argent KS1, Vicki Hasler KS2

Governor – Helen Kitson

Line Managers of Subject Leaders- Sophie Gumbrill and Caitriona Bull

The Importance of Art

West Park CE Primary School provides opportunities to encourage and challenge all pupils to ‘shine’ through our inclusive curriculum, which is inspired by shared Christian beliefs, values and practises in our school family.

Our Aims are:

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

Psalm 139:13-14 ‘and he has filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills – to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood and to engage in all kinds of artistic crafts’

National Curriculum: Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims 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.

Intention-What will pupils learn at West Park CE Primary?

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.

Please see 'AccessArt Progression of knowledge skills with links' in T:\Foundation and Science Subject Leads\Art\2024 2025\2024 Art curriculum

Implementation- What teaching activities are planned in Art at West Park CE Primary?

Learning is carefully structured and planned in units of work to enable the children to link their previous and new knowledge and skills and to stick this learning together into rich and robust knowledge so the pupils can apply what they know with increasing fluency and independence. These units of work are evaluated and updated as new texts, resources and inspirational events take place. This ensures our curriculum is relevant and robust as well as inspiring and rich.

Please see 'Curriculum Coverage and Overview' in T:\Foundation and Science Subject Leads\Art\2024 2025\2024 Art curriculum and all Access Art planning for each year group.

Curriculum overview- Outlines are written and shared with parents each half-term. These are used to inform parents about what will be taught, what children will be able to do and remember after the unit of work and share key vocabulary and resources to support with learning at home.

Please see 'Curriculum Coverage and Overview' in T:\Foundation and Science Subject Leads\Art\2024 2025\2024 Art curriculum and all Access Art planning for each year group. Also Curriculum Maps in each year groups planning folders.

Differentiation and Adaptation –to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to all pupils including those pupils who have SEND. All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

Adaptation is 'any adjustment in the environment... or materials for learning' which enables pupils to access and participate in learning. Darrow (2008)

We make the following adaptations to ensure our curriculum is ambitious and meets the needs of all pupils:

1. Adapting learning approaches to provide suitable learning challenges

2. Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, resources etc.
3. Arranging physical spaces for accessibility for all pupils
4. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
5. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, shorter pieces of text
6. Providing resources and equipment that are accessible and usable by all pupils
7. Making reasonable adjustments to practices and policies

Differentiation is defined as ‘tailoring teaching to attend to specific pupil’s needs and the way they learn’ Van Tassel-Baska (2012)

Differentiation at West Park includes:

1. Understanding the needs of the pupils
2. Valuing and planning for diversity
3. Purposeful use of flexible grouping
4. Teaching up- aiming high and then scaffolding that helps all pupils reach this.

Enrichment

By carefully planning trips and specialist visitors, we enhance our curriculum offer, bringing our learning to life. A current overview of this for this year is:

	Autumn	Spring	Summer
EYFS		Farm Trip Super Heroes	Beach Art
Year 1	Drama4all Around the World Rainbow Theatre Retro Ronnie TBC	Explorer Dome Body Show TBC	Visit from a vet TBC Arundel Castle, Beach Trip
Year 2	West Sussex Fire visit Historical drama visit about the Great Fire of London Beach Trip	Beach Trip Goodwood Farm visit Beach trip	Titanic Visitor Beach Trip
Year 3	Butser Farm Visit Zoolab	STEM workshop	Beach Art Portals to the past
Year 4	Bignor Roman Villa	Vikings Day	Beach Art
Year 5	EarthShip	Drumming workshop	Suffragette Day Beach Art
Year 6			

Staff Development

Every subject leader has strategic leadership time each half term to support their monitoring and leadership. They also lead staff training for teaching staff each year. Some subject leaders also lead Maximising Impact of teaching assistants for all support staff to ensure curriculum provision and expertise is consistent across our school.

Community- How do we share our learning with our community?

We share our learning by inviting parents into school throughout the year; examples include

performances following drama workshops, music workshops, art exhibitions, sports days, termly parent consultations and open afternoon when parents and families can come into class to see recent work and displays of learning.

Impact- What will the children at West Park remember and be able to do after their learning?

Assessment

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.

End of unit assessments

As all of the staff at West Park School have completed a CPD course on Rosenshine's approach to learning, we incorporate his ten principles of instruction as much as possible within our Art lessons.

This includes formative on-going assessments by class teachers includes feedback and discussion with the child. Samples of work are moderated against expectations and are stored and shared as examples and to demonstrate progress.

Marking

Verbal feedback is the most effective form of feedback for moving learning on, together with reflecting and observing the outcomes. 'Green Pen Marking' may be used to support learning during the lesson rather than retrospective marking which has less impact. Sketchbook marking is unnecessary, as this is the child's drawings and progression of ideas. Verbal feedback is the most important when dealing with artistic creativity.

Display

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement. Artwork will be regularly displayed in our Art Gallery in the main corridors of the school and for our School Art week Exhibition. There is opportunity at the end of each unit of work for the children to lay out all their work and see the progression they have made and how their ideas have transformed as they have learnt new techniques. They look at each other's work and individual creativity can be celebrated.

Equal Opportunities

Art plays an important part in the life of our school. It must be available and accessible to every pupil. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all pupils, matched to their knowledge, understanding and previous experience.

Pupils should have equal opportunities to develop their understanding and enjoyment of Art.

Pupils should be taught about diverse artists and designers.

Monitoring of Standards

Monitoring of Art across the whole school is completed by the Subject Leaders and shared with staff and Governors in the Curriculum Monitoring and annual reports. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leader.

- Curriculum Monitoring
- Lesson observations/drop-ins
- Work scrutiny/book looks
- Pupil voice meetings

Links to other policies:

- Assessment policy
- Curriculum policy
- Display policy

- Homework policy
- Inclusion policy
- Marking and feedback policy
- Equalities Statement

Policy reviewed November 2024 by Vicki Hasler and Lisa Argent