



ART POLICY

At Fulwell Infant School Academy ART is set within a broad, integrated curriculum. We aim to ensure that every child has access to the intentions set out in our curriculum intent document.

INTENT

In Art children are given opportunities to use a variety of tools, materials and techniques. We emphasise observational skills to help children develop an understanding of the world around them. We also encourage them to look at the work of other artists to inform their own efforts, including members of staff. Art skills are taught progressively and enable children to achieve personal fulfilment and satisfaction, stimulating their creativity and imagination.

IMPLEMENTATION

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss and take an active part in their learning
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked. Children will have reading opportunities by looking at different authors, illustrators and discussing the impact of an artist within a story. In maths, they will be able to measure items and use them within their work. Art contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.
- Concepts will be embedded throughout each year group to ensure long term memory gain.
- Provide opportunities that extend and enrich learning to include visits or visitors, where appropriate
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation (scaffold and challenge) strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Monitor progress against targets and share the information with the learner and parents
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.



The essential characteristics of an artist at Fulwell Infants

To increase their critical awareness of the roles and purposes of art and design in different times and cultures

To improve the children's ability to control materials, tools and techniques



To develop increasing confidence in the use of visual and tactile elements

To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work



To develop creativity and imagination through a range of simple and more complex activities

To foster an enjoyment and appreciation of the visual arts

Become artists, craftspeople and designers.



TIME ALLOCATION

Throughout the school year we aim to seek a balance between all subject areas. History will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. Teachers will use their professional judgement in deciding the best use of time.

BEHAVIOUR and ATTITUDES

The teaching of art at Fulwell Infants offers opportunities to support the social development of our children, encouraging resilience, through the way we expect them to work with each other in lessons. Lessons allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other, have positive behaviour and an attitude to learning, as well as with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

Curriculum planning for Art

Long term plans map out the themes covered in each term for each year group in key stage 1. The curriculum leader for Art will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium term plans

- a mapping overview of content which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.
- Key skills development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

Short-term plans are completed by staff for each block of learning.

These include:

- The specific learning objectives and detail how the lessons are to be taught,
- Success criteria which are shared with the children to ensure children understand their next steps to learning,
- Activities to engage the children and to lead their development through active participation.

We plan the activities in Art so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded in class files which are accessible to all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutinies of planning and work are carried out by subject leader/leadership with feedback



given to ensure children access the full curriculum. We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- LGBT
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- Learners in receipt of Pupil Premium.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Learning through Art contributes to the children's spiritual development in many ways. We provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

PERSONAL DEVELOPMENT

Art in Fulwell Infants offers children to discuss, develop and enhance their personal skills, which leads them to understand the meaning behind self- confidence and self-esteem which is embedded in our learning. Through art, children can be given positive praise and recognition for their artwork, which is also an outlet for the children to express themselves. It is an important tool for children to nurture their emotional well-being, as a therapeutic and non-pressure exercise. They will be aware of how to use materials safely in order to work effectively in lessons. They will have a sense of community and care for their local area, with art work being displayed in local shops to give children an experience of others observing their work.

ENRICHMENT

Art has an importance across the school and children are proud of their work from an early age. Each year group has art intent throughout the year, and as a whole school we focus on progression throughout the subject being a key feature. To ensure quality assurance, we embed art concepts throughout the long term memory of children in schools, these concepts can be built upon as a spiral curriculum and children can make links to each concept, progressing them even further.

Outdoor Learning Opportunities in Art

EYFS

Children will have a range of open ended possibilities across the open ended topics planned for the terms. The key basic skills for children within art can be personalised to each child using activities outlined (which are just some of the opportunities available to children).



Nursery

- Creating collages using natural objects such as sticks, leaves, stones etc.
- Chalking large scale outdoors
- Painting - using spray bottles, pipettes, large brushes, water pots and brushes, colour mixing
- Role play - school crossing patrols on tracks, police on bikes, builders in the sand pit etc.
- Clay work and making mud paintings
- Large scale drawing

Reception

- Making self-portraits and other pictures using natural objects
- Clay creatures
- Chalking, painting and water pots with brushes outdoors
- Large scale drawing and map making

Year 1

- To use the outdoor learning space and the large building blocks to create a bridge. To complete this task by working as a small group (photograph evidence for books).
- To collect Autumn leaves (from Science walk). To use these leaves to create a hedgehog.
- To look a brick pattern and how the bricks are laid.
- INDIA DAY (OLE, DE)
 - Finger print flag
 - Indoor and outdoor Rangoli patterns
 - 3D Peacocks
 - Diwali lanterns
 - Mehndi patterns

Year 2

- Be able to observe landscape forest paintings and discuss the different colours that have been used.
- Be able to differentiate manmade and natural objects. What different colours can be found and produced from each? Discuss ocean rubbish both in Sunderland and Tobago. What type of objects can be found when they wash onto shore? Make some artwork using a range of materials using the beach as an inspiration.

RESOURCES

We have sufficient resources for Art available in school to meet the needs of the Academy Curriculum. This allows resources to be matched to any developments in the curriculum, through the teaching of knowledge, skills and understanding.



ASSESSMENT

- Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding - Mind Mapping/ Spider Graphs, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:
 - Sharing explicit learning intentions and success criteria
 - Quality questioning Self-assessment and peer assessment against learning intentions and success criteria
 - Quality marking to identify areas where the success criteria has been met and areas that need to be improved
- Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The National Baseline (2021) will provide a baseline assessment level for each child. Class teachers assess children against key learning, identified on the termly foundation plan. This identifies children needing additional support and those who are working at a mastery level.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. This ensures that our teaching is matched to the child's needs. Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to the Art.

INCLUSION

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in Art and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important.

HEALTH AND SAFETY

The teacher will be responsible for planned activities within Art that are appropriately risk assessed to comply with health and safety requirements. They are also responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class.

IMPACT

Leadership will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:

Do all our children achieve as much as they can?

Are there differences in the achievement of different groups of children?



What are we doing for those children who we know are not achieving their potential?
Are our actions effective?
Is the curriculum promoting outstanding learning?

SUBJECT LEADER

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing Art so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

(See role of subject leader document)

MONITORING AND REVIEW

The leadership team (including the subject leader) is responsible for monitoring planning and the standard of children's work. Monitoring activities include planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leader supports colleagues in the teaching of Art, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. Curriculum leaders meet with governors, as appropriate, to discuss current developments in their subject. Key questions are discussed during these meetings.

Art Subject Leader 2023