

Art policy

Statement of intent

Greenmount **intends** to develop children who:

- Enjoy experimenting with materials in an artistic way.
- Can confidently comment on other artistic pieces.
- Are excited to create their own piece of artwork.
- Feel proud to display and share their art to the community.

Greenmount **implements** its art curriculum by:

- Encouraging children to have freedom in what they create.
- Exposing children to a wide range of artists.
- Providing time to practise and improve skills in a sketchbook.

The **impact** is that children leave Greenmount as creative and resilient artists who can compose art unique to them.

Planning

Steps to success

- Observe
- Artist/topic study
- Experiment
- Steps to make
- Exhibit and evaluate

Art in Greenmount is taught in every year group, either in 3 half term blocks as a focus or integrated alongside Topics and other subjects. Planning follows a sequence of lessons: observing pieces of art; an artist/context study; experimenting with material and form; making a piece step-by-step; exhibiting and evaluating through pupil voice. This sequence of learning is to promote children to think like an artist.

- Observation - Observational drawings and sketches from books, objects or photos, debates and discussions about a piece of art, photographs of content, discussing why an artist made that piece of art, discussing how something has been crafted.
- Artist/context study: Analyse a piece/pieces of work from an artist (some famous, some not). Compare art in the same context (e.g. lots of pictures of the sea), research, scrap-book pages of information, copying artists style.
- Experiment: Experiment with materials, artist techniques, colours, mixing materials or a new medium. Making and using historically authentic materials. Model/preliminary sketch of final piece.
- Steps to make: Work step-by-step to create a final piece of work that may take separate lessons. (E.g. layering paints on top of each other, letting paint dry then using pen over the top, gluing cardboard together then painting, moulding clay to dry then paint).
- Exhibit and evaluate: Exhibitions of the final pieces for an audience, presenting pieces to a recipient (e.g. another class), art installations in the school grounds, discussions about their piece of art and what it represents, performances, videos, school mini-museum, showcase to an audience, install into school infrastructure.

At Greenmount, we understand creativity needs to be enriched with our children, therefore our art curriculum is not only topic based, but also allows children to discover and apply creative techniques they have seen in the art world. To allow this, children are provided with a range of materials in the classroom to allow them to explore different areas of artwork. We provide children the opportunity to explore these areas in their time at Greenmount:

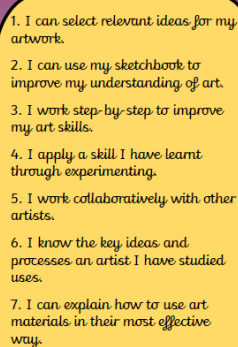
- Drawing and sketching
- Painting
- Sculpture
- Collaborative artwork
- Textile
- Collage
- Photography and ICT

Progression

Skills are progressive throughout the years and follow the NSEAD progression document (a high-quality assessment tool). The progression is broken down into generating ideas, making, evaluating and understanding of art.

Art journeys are used to display each year's curriculum in their artbooks. Every child from year 1-6 has their own artbook which follows them through the school until they leave, providing a track of their art progression in their time at Greenmount. The art journey contains information about their previous year's art topics, the sequence of lessons (both as overall labels and learning objectives), summit point questions for their topic and an edited assessment criteria based on the NSEAD progression document.

Example:

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1. I can select relevant ideas for my artwork.
 2. I can use my sketchbook to improve my understanding of art.
 3. I work step-by-step to improve my art skills.
 4. I apply a skill I have learnt through experimenting.
 5. I work collaboratively with other artists.
 6. I know the key ideas and processes an artist I have studied uses.
 7. I can explain how to use art materials in their most effective way.

When children transit to a new year group, their art book follows them as a record of their art journey throughout the whole of Greenmount. Teachers, children and parents will be able to see progression of generating ideas, making, evaluating and understanding of art.

Implementing planning

Artbooks are used to record and evolve ideas towards a final piece of artwork. This can be done through written analysis, sketches, reading comprehension, scrapbooking, experiment pages, photographs of practical tasks and evaluations. ICT may be used for generating ideas and evaluating work which can then be printed out and stuck into books. Artbooks should look like artbooks and have notes alongside pieces of artwork that has been made by the children. The page is dated and uses a learning objective which includes which step on the sequence they are working towards in that lesson.

Assessing

Teachers should tick good use of vocabulary and provide deepening questions or targets (this can be done on post-its so as not to mark children's artwork).

To assess progression, the short date is written against the assessment criteria which has been explored in that day (this can be done by the children during the lesson). Throughout the year, this will give teachers a good understanding of the need of the child during for that part of the criteria. Teachers should act to provide teaching points for children in the areas they feel need to be developed, either through modelling on the page itself or by discussing with the child their next steps for art.

EYFS

Expressive Arts and Design

ELG: Creating with Materials

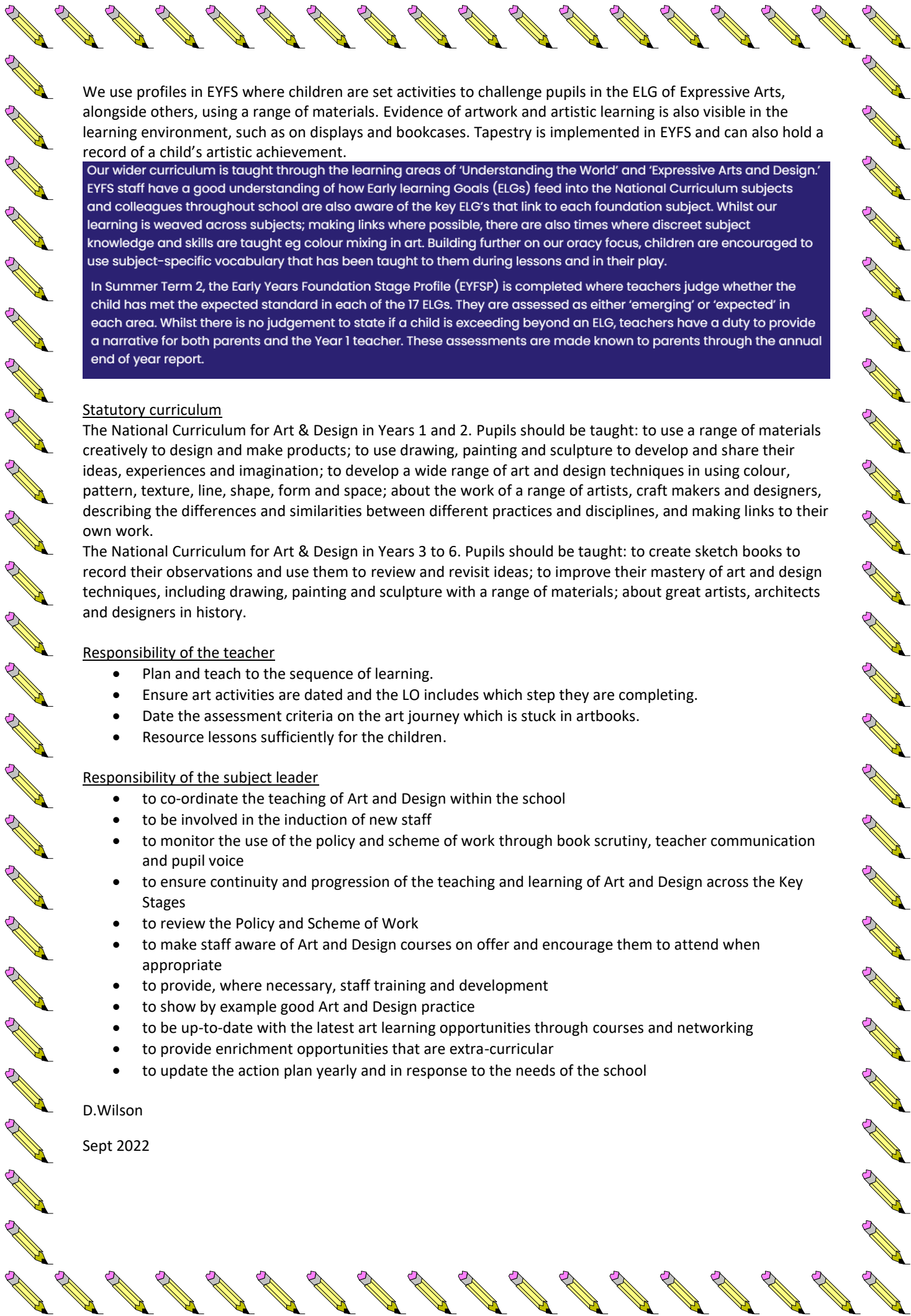
Children at the expected level of development will:

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



We use profiles in EYFS where children are set activities to challenge pupils in the ELG of Expressive Arts, alongside others, using a range of materials. Evidence of artwork and artistic learning is also visible in the learning environment, such as on displays and bookcases. Tapestry is implemented in EYFS and can also hold a record of a child's artistic achievement.

Our wider curriculum is taught through the learning areas of 'Understanding the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how Early learning Goals (ELGs) feed into the National Curriculum subjects and colleagues throughout school are also aware of the key ELG's that link to each foundation subject. Whilst our learning is weaved across subjects; making links where possible, there are also times where discreet subject knowledge and skills are taught eg colour mixing in art. Building further on our oracy focus, children are encouraged to use subject-specific vocabulary that has been taught to them during lessons and in their play.

In Summer Term 2, the Early Years Foundation Stage Profile (EYFSP) is completed where teachers judge whether the child has met the expected standard in each of the 17 ELGs. They are assessed as either 'emerging' or 'expected' in each area. Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher. These assessments are made known to parents through the annual end of year report.

Statutory curriculum

The National Curriculum for Art & Design in Years 1 and 2. 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.

The National Curriculum for Art & Design in Years 3 to 6. 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; about great artists, architects and designers in history.

Responsibility of the teacher

- Plan and teach to the sequence of learning.
- Ensure art activities are dated and the LO includes which step they are completing.
- Date the assessment criteria on the art journey which is stuck in artbooks.
- Resource lessons sufficiently for the children.

Responsibility of the subject leader

- to co-ordinate the teaching of Art and Design within the school
- to be involved in the induction of new staff
- to monitor the use of the policy and scheme of work through book scrutiny, teacher communication and pupil voice
- to ensure continuity and progression of the teaching and learning of Art and Design across the Key Stages
- to review the Policy and Scheme of Work
- to make staff aware of Art and Design courses on offer and encourage them to attend when appropriate
- to provide, where necessary, staff training and development
- to show by example good Art and Design practice
- to be up-to-date with the latest art learning opportunities through courses and networking
- to provide enrichment opportunities that are extra-curricular
- to update the action plan yearly and in response to the needs of the school

D.Wilson

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