



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry based approach. As according to cognitive scientists nothing has been learnt until it is in your long term memory we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

2. Rationale

At Priory, we believe Art is essential to prepare pupils to participate in tomorrows' rapidly changing world. Teachers encourage children to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively. Art and design stimulate creativity and imagination. This is done by providing visual, tactile and sensory experiences as a way of understanding and responding to the world around them. 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. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. Art and design is linked to home life through displays throughout our school, activities to complete at home, suggested community links (visiting museums/theatres etc) via subject champion's tasks and through Dojo.

3. Aims and Objectives

- record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of complex activities;
- improve their ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures;

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- develop an increasing confidence in the use of visual and tactile elements and materials;
- foster an enjoyment and appreciation of the visual arts and develop a knowledge of artists, craftspeople and designers.

4. Teaching and Learning

We aim to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage the children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Our children also have the opportunity to use a wide range of materials and resources, including ICT.

5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Classroom Monitor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: understanding of key knowledge, independent application, can explain, use or summarise understanding

Deep: has an exceptional understanding of knowledge and skills (gifted and talented)

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. This method of recording also enables the teacher to make a termly assessment of progress for each child, to be used as part of the child's annual report to parents. The subject leader is responsible for tracking monitoring and assessing on Classroom Monitor.

The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year group. Each year group has been given a 'Sketch Book'. The books are to be used as a whole year 'show case', to sample work, skills and children's responses to what they have learnt. This is to be used as a bank of resources to show progression in the skills being taught.

6. Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store, which is monitored by the Art and DT leads. Resources are ordered in conjunction with Design & Technology and are stored together.

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the Revised Early Years Foundation Stage curriculum

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(Development Matters) as appropriate, to guide our teaching. These documents set out the aims and objectives for each Phase and provide details regarding what is to be taught.

The Revised EYFS (2012) is broken down into areas of development. There are two main sections of the curriculum, the “Prime” areas and the “Specific” areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society.

Aspects of Art are taught discretely throughout the EYFS curriculum through daily continuous provision activities. These skills are broken down into ‘being imaginative’ which is embedded through our learning environment and through the facilitator, and ‘exploring using media and materials’ which is planned into our daily timetable and includes learning to use tools.

Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years lead tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads regarding achievement in the relevant strands.

<p>The Prime areas of development are:</p> <p>Personal, social and emotional development Making relationships Self care and self awareness Managing feelings and behaviour</p> <p>Physical Development Moving and handling Health and self care</p> <p>Communication and language Listening and attention Understanding Speaking</p>	<p>The Specific areas of development are</p> <p>English Reading Writing</p> <p>Mathematics Number Shape, space and measure</p> <p>Understanding the world People and communities The world Technology</p> <p>Expressive arts and design Exploring and using media and materials Being imaginative</p>
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8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

9. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

10. Monitoring and Review

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The subject leader is responsible for monitoring the standards in Art. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- Early Years Policy
- Health and Safety

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Responsible Committee: Teaching and Learning Committee

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