



HIGHFIELD FARM PRIMARY SCHOOL

Art Policy

Date of Policy approval _____

Date of Policy review _____

‘Art washes away from the soul the dust of everyday life’
Pablo Picasso

At Highfield Farm Primary School, we share the view with the NSEAD that a high quality art, craft and design education makes the world a better place. A high quality art curriculum provides and inspires personal expression, cultural understanding, creative and practical responses, promotes imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds.

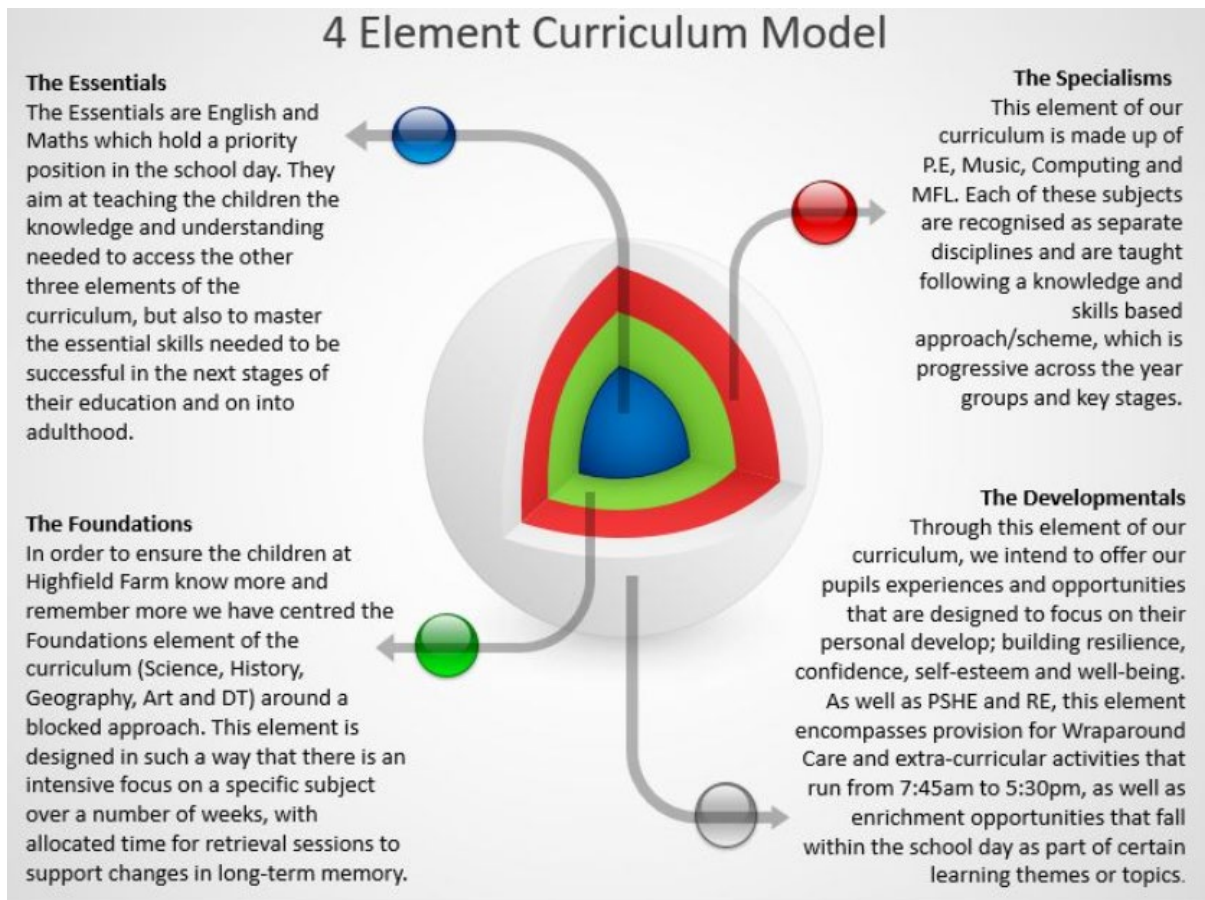
Intent

At Highfield Farm we strongly believe that art plays a vital part of children’s education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children’s critical abilities, as well as an understanding of their own and others’ cultural heritages through the study of a diverse range of male and female artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential. Our children will be exposed to a broad based experiential curriculum, experiencing various artistic disciplines throughout their time at our school. Teaching staff lead art lessons with a no ceiling approach to differentiation, taking into consideration the needs of children with SEND and the ablest, enabling all children to access our challenging curriculum and to feel confident in their developing skills.

Our carefully crafted curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss ideas relating to the art, craft and design. Indeed, it is one of the ‘foundations’ aspects of the curriculum at Highfield Farm that will add real value to the children’s primary education.

The children of Highfield Farm have a voice and have the right to use it and so should be encouraged to express their opinions. We teach and encourage the use of debate and

presentation and in doing so provides a platform for our children to express their views for example, when critiquing the works of other artists.



Implementation

Based upon the National Curriculum and the individual needs of our children and the Highfield Farm community, we have adopted an art progression map supported by PKC, which sets out the objectives taught in each year group for the following areas of the art curriculum:

General Aims of the National Curriculum for KS1 and KS2

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

KS1 Aims

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Learn 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

KS2 Aims

Develop their techniques, including their control and their use of materials, with creativity and experimentation

Develop an increasing awareness of different kinds of art, craft and design

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay

Learn about great artists, architects and designers in history.

These concepts are built into the units of work in the long term and are taken into account in the planning and delivery stage of the sequences of learning.

Organisation

Due to the make-up of the cohorts at Highfield Farm, a creative approach to coverage has been taken. Art is taught as part of a two-year cycle in foundation stage, a two-year cycle for year 1 and 2. It is taught as a two-year cycle in years 3, 4, 5 and 6. Planning for the themes in the Art curriculum are taken from the units laid out on the Primary Knowledge Curriculum planning.

Planning

Planning for art comes from the long term overview in the cycles as laid out in the long term whole school curriculum documents and broken down further into thematic Art units which act as the medium term planning. All teachers are responsible for using the PKC units (MTP) and plan sequences of lessons that build upon prior knowledge. It is the teacher's responsibility to break down concepts into relevant *components* and *sequence them effectively so as not to overload the children's short term memories*.

Each individual lesson has content that is differentiated between, and within, year groups so that learning is age-appropriate and high expectations are maintained. Individual and/or sequences of lessons must take into account the following principles of instruction as laid out by Barak Rosenshine. This will add clarity and simplicity to the teaching and learning process within Art. (See Appendix) This is not to say that every principle is to be seen in every single lesson. The purpose of reviewing material is key in ensuring that material becomes stored in the long term memory, allowing for schemata to develop and new learning to then occur.

The importance of vocabulary

Teachers use questioning, and provide opportunities for discussion and investigation to support the development of specific art and design language and vocabulary, which is explicitly taught and modelled by teachers in every lesson. Key historical terms and language (such as, colour, tone, shade, hue) are revisited frequently, to make learning memorable, relevant and easy to retrieve. This is complimented by our vocabulary policy.

The teaching of vocabulary has been specifically designed to also take account of introducing children to specific terminology that will support future learning.

The place of reading

Reading is central to the teaching and learning of Art and indeed is key to learning. As the children move through the phonics teaching and become competent in their ability to read, they will be exposed to a greater selection of high quality books and texts, and this will include non-fiction texts in the discipline of Art and the wider design disciplines. In doing so, the children at Highfield Farm will be exposed to the academic language of schooling and the disciplinary vocabulary in the subject. As a consequence of such a focus on academic reading our pupils will be far better prepared for transition into secondary school and the format of teaching and learning they will experience. High quality non-fiction Art related texts are updated annually with the support of the English subject leaders. Such books will be highly visible in classrooms and around displays in the corridors.

EYFS

We teach design and technology in our foundation stage classes as an integral part of the topic work covered during the year. The foundation planning is on a two-year cycle. We relate the Art aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Art makes a significant contribution to the development of each child's knowledge of being expressive and creating with materials. A crucial aspect of this is ensuring that children exit foundation with the key language, vocabulary and knowledge to build upon in the key stage one Art curriculum. For example, safely using and a variety of materials, tools and techniques, being able to experiment with colour, design, texture, form and function and then being able to explain the processes they have used in their creations.

Impact

The impact of our Art curriculum is measured in a variety of ways: questioning during lesson time, evaluating children's designs, processes and end products, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls (Sketch books) and using images/videos of children's practical learning.

By end of the Art curriculum at Highfield Farm, our children will:

- Have a growing knowledge of the importance of art, craft and design in society and the wider world
- Have a wider vocabulary of art specific terms.
- Aspire to discover more about various artists, themes, artistic movements
- Know that they can use their voice to express their opinions on pieces of art and critique appropriately
- Be able to apply the formal elements of art (colour, shape, form, line, tone, texture, composition, space and pattern) with increasing confidence across a range of medium (drawing, painting, sculpture, printing)

Appendix

THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



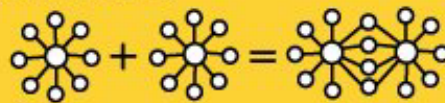
Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.