



Durweston CE VA Primary School
Including Handy Paws pre-school

Art Policy

Feed the mind, nurture the spirit, free the imagination!

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

Intent

At Durweston, we want our children to have:

- The ability to use visual language skilfully and convincingly (for example: line, shape, pattern, colour, texture, form) to interpret observations and express emotions;
- The ability to draw confidently and adventurously from observation, memory and imagination;
- An impressive knowledge and understanding of other artists, craftspeople and designers;
- Independence, initiative and originality which they can use to develop their creativity;
- The ability to select and use materials, processes and techniques skilfully and inventively to realise their own intentions and to capitalize on the unexpected;
- The ability to reflect on, analyse and critically evaluate their own work and that of others.

Equality, Diversity and Inclusion

Curriculum planning ensures regular, progressive access to all art forms for all children irrespective of gender, race, creed or disability.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups
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Implementation

We use the Access Art exemplar primary plan as the basis for our two-year rolling programme. Ideally, art work is linked to learning in other areas of the curriculum but this is not always possible. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, progression is planned into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

	Dolphins	Seahorses	Sharks	Porpoises
Year A	Wax Resist Leaves/Clay play	Cave paintings(KH) Use polar bears AA resource to make mammoths	Illustrating the Jabberwocky Dragons and Birds in Eggs	Clay dragons The Four Gentlemen (Planbee) Flat Yet Sculptural (with horses)
Year B	Drawing like a Caveman/Tractor drawing and painting	Making Money Making Drawings Move	Drawing inspired by Ango Saxon Architecture Sketch book exploration/Supersize jewellery	Miro - collage and Sculpture
This is the minimum expected; teachers may complete additional units of work if they choose, and should include regular drawing activities				

Teachers ensure that each year, on average, the children receive 36 hours of Art and Design teaching a year, though these can be delivered weekly or in blocks.

Ideally, children should have the opportunity to visit a gallery or museum or work with a visiting artist at least once during each of the following the following phases: KS1/LKS2/UKS2. This visit can tie in with any other area of the curriculum but must also have a specific arts outcome.

Impact

We use the Access Art Progression document to aid assessment. This is too big to attach here but can be found either on the Access Art site <https://www.accessart.org.uk/exemplar-primary-art-plan/> or on the in the Art folder on the T drive. The progression plan has assessment questions for each year group. However we share Access Art's belief that "creativity is a fragile process that is hard to measure and that should always be nurtured and supported."

Observations made while the children work inform future planning and enable the teacher to make an annual assessment of progress as part of each child's annual report to parents.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

EYFS

We encourage creative work across the EYFS. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Resources

We have a limited range of resources to support the teaching of the arts across the school. The most commonly used are stored on the art trolley with other equipment stored upstairs in The Pod. This room is accessible to children only under adult supervision. Please speak to the Art co-ordinator if there is anything that you need.

Monitoring and review

The co-ordination of the arts curriculum is the responsibility of the Art subject leader. Each term, the subject leader will monitor planning to make sure it is following the long-term plan and support colleagues in their art teaching. They will support class teachers in the gathering of samples of work. At the end of the year, they will scrutinize the work sampled and write an action plan based on their findings

