



VALLEY INVICTA
PRIMARY SCHOOL AT
LEYBOURNE CHASE

Art Policy

Key document details

Policy number:
LC1

Policy type
School

Colleague responsible:
Headteacher

Date:
September 2021

Next review:
September 2022

Art Policy

1. Introduction

At Valley Invicta Primary School at Leybourne Chase, we place a high value on Art as one of the highest forms of human creativity. We recognise that Art should engage, inspire and challenge pupils whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art. Through teaching and learning about great artists and designers, and the works they have created, our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the world in which they live.

1.1 Curriculum Intent, Implementation and Impact

The intent of our Art curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of Art enabling them to know more about art and artists, remember more about art and the artists. Then they will learn about and understand how to use and apply this knowledge to impact upon their own art work more. Our school has identified key intentions that drive our Art curriculum. At Valley Invicta Primary School at Leybourne Chase our Art curriculum intentions are:

- 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.

Intent	Implementation	Impact
<p>Intention 1:</p> <p>To build an Art curriculum which develops learning and results in the acquisition of knowledge and skills.</p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding in exploring and investigating, creating and evaluating artwork as set out in the National Curriculum so that children can reach and exceed their potential at Valley Invicta Primary School at Leybourne Chase and beyond.</p>	<ul style="list-style-type: none"> • Clear and comprehensive scheme of work in line with the National Curriculum. Teaching and Learning should show progression across all key stages within the strands of Art. • Knowledge organisers so that our children have access to key knowledge, language and meanings in order to understand and readily apply to their work in Art and across the wider curriculum. • Educational visits where links to art will be made to develop the children's learning experiences. Children will be immersed in opportunities to visit the following: Local Residential arts and crafts days, Art Gallery visits, Artists workshops, Valley Park ceramic workshops, Recycle, reuse and renew exhibition, KS1 Pantomime and KS2 Theatre trip. • Long term events to work on projects either collaboratively or as individuals. Our Art Writing Day will inspire our children to Our Outdoor Art Day will inspire our children to... Our Art Maths Day will inspire our children to.... • British Values and PSHE Children will learn and revisit the importance of our world and how it should be treated. 	<ul style="list-style-type: none"> • Children will achieve age related expectations in Art at the end of their cohort year. • Children will retain knowledge about their focus artists for each unit of work. • Children will understand what being in 'artist' means.

Art Policy

1.2 Links to the National Curriculum

National Curriculum Subject content:

Key stage 1

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.

Key stage 2

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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 [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.

1.3 Pedagogy

In Art, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. The teaching of Art is taught by the class teacher and forms parts of units of work that link to other curriculum areas. In Art, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the Art learning opportunities are consistent and as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

Teaching Sequence in Art	Big picture: Previous knowledge and skills remembered and understood.	Possible pedagogical approaches used in Art	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Study of an artist (which may include independent research). Critically evaluating the artists' work to inform own work.		Constructivism	Inquiry-based learning; outdoor learning
	Experimenting and investigating with different techniques and media. Creating own artwork,		Social Constructivism	Teacher modelling; questioning; mix of individual, paired



Art Policy

	applying new techniques, skills and media to own art work.			and group instruction.
	Critically able to evaluate their own artwork and improve it after evaluation.		Liberationism	Pupil-led learning; opportunities to showcase learning
	Reflection and re-cap of knowledge and skills remembered and understood.		Learning, Working and talking like an artist.	Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist.

