

# Newquay Primary Academy



## Art Policy

Developed: **01/02/2023**

Review date: **01/01/2025**

# NEWQUAY PRIMARY ACADEMY ART POLICY

## RATIONALE

Art and design is essentially a means of expression and communication and plays a highly important part in children's creative and sensory development. It is the manifestation and appreciation of ideas, thoughts and feelings through a variety of two and three-dimensional media. It allows children to make thoughtful judgements about life and helps them to shape the environment in interesting ways. It encourages creativity and values observation and originality.

## INTENT

To:

- develop and stimulate children's imagination and creativity by providing a range of visual, tactile and sensory experiences.
- develop children's aesthetic sensibilities and enable them to make informed judgements about art.
- develop children's understanding of colour, form, texture and pattern.
- provide particular activities that give children the ability and skills to realise their ideas in drawing, painting, sculpture, printing, digital art and textile techniques.
- know about great artists, craft makers and designers and understand the historical and cultural development of their artwork.
- meet local artists and watch them at work, linking to the world of enterprise and small business.
- develop skills in observation and analysis and critical responses to their own work and those of others.

### **At Newquay Primary Academy, we also aim to:**

- develop the understanding that art can be a collaborative or a personal activity.
- provide experiences and resources which promote knowledge, skills and understanding in art
- promote a wide and enjoyable art curriculum for all children in the school with relevant differentiated experiences.
- develop children's ability to observe and respond to the world around them through the use of a wide variety of media and techniques.
- appreciate a wide range of artists from several eras, from early civilisations to contemporary art and local artist to internationally revered artists.
- develop children's discussion skills and rationalised opinions when evaluating artists' work and when working collaboratively with other children on a given task.
- celebrate the value of children's work by exhibiting their work in different formats.

## IMPLEMENTATION

### 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.

In line with National Curriculum programmes of study, children will develop knowledge, skills and understanding through a range of practical tasks which will include:

- Drawing
- Painting
- Print making
- Collage
- Textiles
- Sculpture
- 3D construction

These will be revisited every 2 years through the school with the exception of drawing and painting which will occur every year.

Through these art projects, children will develop a wide range of art and design techniques in using colour, pattern, line, shape, form texture and space. These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way.

**Planning & organisation.** We provide opportunities for all children to appreciate, observe, design, create and evaluate a wide variety of artistic genres. We encourage critical thinking, problem solving, creativity, perseverance, resilience and pride in their work

A progression of approximately six lessons will be planned and are to be taught over the course of a term. The art units are designed to complement the cross-curricular aspects of each term's topic and also to build upon pupils' prior learning in art while maintaining variety in the use of media, purpose and form of art covered.

Progression is ensured with reference to the National Curriculum.

**Teaching & learning.** Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We encourage learning through experimentation, experience and sometimes imitation. We do so through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including technology. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children while maintaining high expectations.

## **IMPACT**

All these will be securely in place:

- All understand the importance of progression of skills, independence and experiences with media.

- Teachers are confident in subject knowledge and skills / use of equipment and media required (after training as required)
- Pupils will have a rich and varied art curriculum with a wide range of artists, purposes genres and media covered over their years at NPA.
- Pupils revisit skills and knowledge explicitly; this is embedded in the pupils' learning in art.
- Pupils are encouraged and supported to create their own innovative and creative responses to a wide range of artwork.
- Pupils have the opportunity to experiment with a wide range of media, with explicit instruction of how to use media but also given the freedom to explore mark-making in their own chosen / innovative way.

## **PEDAGOGY**

Pedagogy is influenced by the Cognitive Load Theory (re Ben Harding after John Sweller)

### **'A Summary (of CLT) for Teachers and School Leaders:**

**1) *The working memory of the brain is very limited.***

**2) *Use explicit instruction for new content.***

**3) *New knowledge needs to be transferred to the long term memory, ready for retrieval and transfer.***

**4) *Learning happens through schema extension and connection.***

**5) *Break the curriculum down into very small chronological parts.***

**6) *Know the learner's background knowledge.***

**7) *Focus the attention of learners on the new content...only!***

**8) *Teaching becomes redefined as 'focusing, guiding and responding'***

**9) *Identify the key schemas operating across the bigger learning journey.***

**10) *Systemise CLT across the school to maintain CLT principles and reduce workload.'***

Points 2,3,4 and 8 are specifically relevant to the Art progressive curriculum.

**CTG#2) Use explicit instruction for new content.**

All explicit skills are taught by 'I do, We do , You do' across all subjects, including Art.

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**CTG#3) New knowledge needs to be transferred to the long term memory, ready for retrieval and transfer.**

There needs to be ways to make the new learning and knowledge 'stick' in Long Term Memory. CTG suggests this can be done in 5 key ways:

1. Keep doing it: Practice makes permanent!

2. Come back to it: Use gradually increasing time gaps to train the brain to retrieve the new knowledge...

3. Mix it Up: Play around with this journey from WM (working memory) to LTM, particularly by weaving in other learning in the gaps between practice sessions.

4. Connect: As this 'new knowledge' becomes 'old knowledge' it is then used as an 'already fluent part' for more new knowledge. We also connect this new knowledge to a bigger curriculum picture.

5. Increase Challenge/Transference: Guide learners to use the new knowledge with greater independence and in increasingly challenging and unfamiliar problems.'

So at NPA, Art projects are interwoven into the topic studied at that moment to enable connection and transference of learning, to aid LTM and retrieval.

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CTG#4) Learning happens through schema extension and connection.

This is achieved by breaking learning into smaller steps that lead to a final goal.

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CTG#8) Teaching becomes redefined as 'focusing, guiding and responding'

Teachers' input to reassure pupils that they can adapt the small step by step approach to produce something original and not formulaic.

Teachers provide focus by short quizzes, flashcards etc to revise skills and knowledge throughout.

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Knowledge retrieval from LTM is important and drawing and painting skills are honed through repetition and muscle memory, so repetition is effective, but challenge and innovation also need to be interwoven to enable creativity.

Art at NPA uses the CLT approach and the following pathway:

- Immersion,
- exploration,
- innovation,
- experimentation,
- creation
- exhibition and evaluation

Immersion:

Teachers introduce new artist / art genre / topic. We consider previous learning that is relevant and revise / revisit that. Pupils look at variety of images and/or artefacts.

Exploration:

Pupils find out more about the artist, techniques, media and maybe intended purpose of artwork. Pupils build up a vocabulary and bank of knowledge. The knowledge and vocabulary are revisited each session using Flashback Four.

Innovation:

Pupils are encouraged to apply the skills, images and ideas they've been immersed in, to design their own version or their own interpretation of the genre / subject. Originality and innovation to be celebrated as much as outcome and effort.

Experimentation.

Pupils encouraged to think of more than one way, not always the most obvious image / colour choice/ application of media etc. Pupils are enabled to try out various ideas before rushing to their first thoughts.

Creation;

Pupils apply their ideas, design and skills with chosen media to create their artwork.

Exhibition and evaluation;

Pupils have their artwork exhibited in one of a variety of ways: class discussion, exhibition in school display, online on school website / Facebook, Tapestry or online through outside agency's website or via a competition.

Pupils evaluate their own and others' work using positive, constructive critique. Pupils reflect on their new learning and consider their next steps.

## **PUPILS' EXPERIENCES AND ENHANCEMENT**

In addition to planned curriculum time for art, pupils are encouraged to participate in several community events throughout the year.

These events include:

- The Christmas lantern parade
- Local and national art competitions
- St.Piran's Parade
- Visits from local artists
- Artwork on the beach

## **EQUAL OPPORTUNITIES**

- We aim to give every pupil the opportunity to enjoy a variety of art activities.
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures.
- All pupils will have an equal opportunity to reach their full potential across the art curriculum regardless of their race, gender, cultural background or special needs.

## **ASSESSMENT AND RECORD KEEPING**

- Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation.
- Annual reports for parents – a grade for art is based on the extent to which a pupil has achieved against the skills set for art in each year group.
- Key Art facts and skills are revisited at the end of each unit, assessing short and long term retrieval using the 12 questioned 'End Of Unit Quizzes'.
- Assessments are used diagnostically by teachers to evaluate learning.

## **RESOURCES**

We have a wide range of art materials and tools,. Year groups are responsible for purchasing consumable materials such as paper, paints, clay etc.

## **THE ROLE OF THE ART SUBJECT LEADER**

- Provide support for those who teach art and improve the quality and continuity of art teaching and learning throughout the school, providing staff training as required.
- Produce and monitor the implementation of schemes of work (with reference to the National Curriculum) and Knowledge Organisers.
- Produce Knowledge and Skills Overviews to ensure coverage, development and progression of key skills and techniques across the school.
- Keep up to date by attending courses and giving feedback to staff.
- Develop links through art and design between schools, parents and the community.
- Purchase, organise and maintain teaching resources by spending within a delegated budget.

## **MONITORING THE POLICY**

The Art Subject Leader will monitor the implementation of the policy regularly and, if necessary, make recommendations for further improvements.

ART Leader will scrutinise planning and Learning Journals for evidence of planned artwork with suitable outcomes that coincides with planning overviews. This will occur every term, improving art curriculum outcomes through dialogue and training staff.

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**Adopted by (body) February 2023**

**Review date: January 2025**