

The Royal (Crown Aided) First School



Art Policy

Date reviewed:	3/10/2021
Date of next review:	On going
To be reviewed by:	Headteacher/Lead teacher

This is a live strategy and the Lead Art Teacher is responsible for maintaining its accuracy. Any required amendments should be sent direct to the document owner.

Introduction

At The Royal School, we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their present and future role as global citizens. Art is an important part of our curriculum as it can contribute to communication of ideas and wellbeing as well as forming part of a knowledge base to help us understand our place in the world. We support children's developing agency through art by giving time, space and support for children to contribute and develop their own ideas.

The Royal School Curriculum uses the National Curriculum of England to outline the knowledge and skills base of the art curriculum.

Our school mission and vision shape all areas of The Royal School Curriculum.

Our **mission statement** describes how we do things at The Royal School on a daily basis. We are:

Loving to learn, Learning to love, guided by God.

Our **vision statement** describes where we are heading and outlines our purpose – the reason why we do things at The Royal School.

At The royal school our vision is to light up our communities and the world through being - big Thinkers – resourceful - independent and resilient - generous of spirit - honest and - team players

Our school mission statement and vision statement encapsulate the ethos that is held consistently by all members of our learning community. It was created and developed by us all over the period between 2016 and 2020, and it underpins everything that goes on at The Royal School., including the development of The Royal School Curriculum

We have a growth mindset (Dweck, 2006) in our school, and our vision although unique to our context draws from concepts for curriculum development in Guy Claxton's and Bill Lucas' "Seven Cs" (Claxton & Lucas, 2015). Alongside this, The Royal School Curriculum draws from curriculum ideals for the future of education developed by the OECD in the 2030 Education project (OECD, n.d.)

The Royal School Vision within the Art curriculum		
	How does this show in our curriculum and pedagogy?	What does this mean to the Royal School Art curriculum?
Big Thinkers	<p>We are committed to learning and children will get the opportunity to try things over again many times and learn from both mistakes and successes.</p> <p>Our curriculum supports us to be expert communicators of ideas.</p> <p>Our curriculum gives us the opportunity to, be reflective, think deeply, practise different types of thinking and develop metacognitive skills.</p>	<p>Children are encouraged to reflect on the development of a piece of art.</p> <p>They are supported to talk about what the art means to them as well as the process and how they would choose to do things differently in the future.</p> <p>Art is taught within a context that understands how artists in history have used art to communicate ideas.</p>
Resourceful	<p>Our curriculum helps us to look after the things that we have.</p> <p>It gives us opportunities to be curious and develop our own line of questions.</p> <p>We often get the chance to go from an idea to reality (being creative).</p> <p>We know that today matters for every pupil and regardless of age we can create and contribute to change with our own ideas</p>	<p>We expect children to care for resources within art and to follow instructions for their careful use.</p> <p>We use recycled materials within art whenever possible.</p> <p>Children are encouraged to communicate ideas around sustainability through art.</p>
Independent and resilient	<p>Our curriculum gives us the opportunity to try things for ourselves and be confident as learners.</p> <p>We value learning from mistakes, and it builds our confidence to try something again.</p> <p>We encourage opportunities for self-discipline.</p> <p>We say yes to challenge.</p> <p>We don't say "can't," we say "not yet"</p>	<p>We view art as a process and encourage children to try and trial many different ways.</p> <p>We discourage the use of erasers when developing an idea in art.</p> <p>We give opportunity for quiet independent work within art lessons.</p>
Generous of spirit	<p>Our curriculum gives opportunities for us to give of our time and talents to benefit others.</p> <p>We learn to look for those whose voice may not be heard and use our time and talents to give a voice when we can.</p> <p>We believe that the opportunities to recognise social injustice and to think creatively about working towards social justice is part of a balanced education.</p> <p>We believe children can contribute to society as children – they do not need to wait to participate.</p>	<p>We plan opportunities for children to create and give gifts and cards.</p> <p>We use art to communicate ideas to display and share.</p>
Honest	<p>Our curriculum gives opportunities to be honest with ourselves (looking after our own well-being and mental health) and to be honest with others to promote and facilitate collaboration</p>	<p>Children are scaffolded to self and peer review of their creations.</p>
Team Players	<p>Our curriculum promotes team building skills to work together so that all achieve</p>	<p>Children collaborate on joint art pieces.</p> <p>Children share art resources. They work together to set up, put away and care for art resources.</p>

Aims and Objectives

The aim of art teaching here at The Royal School is to enable pupils to;

- Foster an understanding and enjoyment of art, craft and design.
- Provide all children with a broad and balanced education.
- Learn about art and the appreciation of the work of other artist and crafts people from different times and cultures.
- Learn through art, extending and enriching other curriculum areas.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.
- Deliver the NC by integrating the elements of art with the processes and practices of art to provide a broad and balanced art curriculum throughout each year.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

Teaching and learning in art

The teaching method employed will vary according to the age, ability and experience of the children and the concept being taught;

- Children should be given the opportunity to work individually in groups and as a whole class.
- Art may be taught in a cross-curricular way. However, if some techniques have not been taught, these should be taught separately
- When a new technique is being introduced it is sometimes desirable that a teacher should:
 - (a) Demonstrate the technique.
 - (b) Show a finished example - this could be something that another child has produced or that the teacher has produced.

Art curriculum planning

class teachers follow long-term plans for each subject. These generate more detailed medium term plans with weekly learning objectives that show progression within the unit and building from the previous unit. The curriculum map showing the planned progression of skills at each year level is attached as appendix 1. At The Royal School, class teachers are actively encouraged to always consider how to enrich the learning opportunity for all pupils in other curriculum areas through the arts.

The contribution of art to teaching in other curriculum areas

Often, work in Art and Design will have cross-curricular connections, eg. History. Where this is the case, these links should be shown in teachers planning for the curriculum areas involved.

Inclusion and Equal Opportunities

The art curriculum is concerned with the learning and participation of all students. Teaching is planned with this in mind and TA are available to support all students, ensuring good progress is made.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Regular assessment of pupil's needs and understanding plays a vital role here, as does the provision of appropriate resources. CD ROMs, the Internet and our IWB offer a wealth of materials that can be matched to suit individual needs, enabling all pupils to develop their skills and understanding.

Pupil Assessment

There will be informal ongoing assessment by the class teacher to ensure continuity, progression and achievement in art.

Teachers record progress and attainment in art on target tracker weekly. Using gap analysis to guide future planning. Teachers and pupils keep a record of work in a range of ways. Some work will be recorded in children's learning journals, while other pieces will be within a specific art sketchbook or folder. At times artwork is prepared in order for children to take home, give away or be displayed around the school, in these situations teachers may decide to keep a photographic record for pupils to be able to see their progress in art.

Resources

Classrooms have a store of basic resources. Specialist resources/equipment will be centrally stored and should be returned after use. Reference books are kept in school library for use by all classes.

We utilize our excellent environment to offer outdoor opportunities to enrich the curriculum in a variety of ways. We use woodland areas, an outdoor classroom and expansive fields and parklands to allow children to see and create art in nature. Children are able to experience and respond to works of art in our local environment such as artworks displayed in The Royal Chapel, Cumberland Lodge and Windsor Castle.

Celebration of success and display policy

It is important that children's success in Art is acknowledged and celebrated appropriately. This will be done through display in classrooms and around school. Please refer to the school's display policy.

Monitoring and review

The coordination and planning of the art curriculum are the responsibility of the subject leader alongside classroom teachers. The subject leader also:

- Supports colleagues in their teaching, by keeping informed about current developments in art and by providing a strategic lead and direction for this subject.
- Leads subject specific CPD and moderation

The quality of teaching and learning in art is monitored and evaluated by the Headteacher as part of the school's agreed cycle of lesson observations.

Bibliography

Claxton, G. & Lucas, B., 2015. *Educating Ruby*. s.l.:Crown House Publishing.
Dweck, C. S., 2006. *Mindset: The New Psychology of Success*. 7th ed. New York: Random House.
OECD, n.d. *OECD Future of Education and Skills 2030*. [Online]
Available at: <https://www.oecd.org/education/2030-project/>
[Accessed 5th June 2021].

Appendix 1: Planned Progression of skills within Art at The Royal School.

Media and Materials				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>(Managing Self) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>(Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Share their creations, explaining the process they have used</p>	<p>In pencil, draw lines of different length and thickness</p> <p>In painting, mix colours to make secondary colours</p> <p>In painting, use thick and thin brushes to produce lines and shapes</p> <p>In collage, sort and use a range of materials that are cut, torn and glued</p> <p>In sculpture, use techniques such as rolling, cutting, moulding and carving</p> <p>In textiles, join materials using glue</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p>	<p>Use range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines</p> <p>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</p> <p>In painting, mix colours to make secondary colours and add white to make tints/black to make tones</p> <p>In collage, mix materials to create texture eg coiling, overlapping and montage</p> <p>In sculpture, create and combine shapes to make recognisable shapes</p> <p>In textiles, weave and join materials using glue or stitch</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p>	<p>Create sketchbooks to record and revisit observations</p> <p>In painting, use white to make tints and black to make tones and create a colour wheel</p> <p>In collage, consider the effect of chosen materials and technique</p> <p>In collage, use mosaic and montage</p> <p>In print, press, roll, rub and stamp and recreate print from environment, e.g. <i>wrapping paper etc</i></p> <p>In print, use layers of two or more colours</p> <p><i>In sculpture, use clay and malleable materials and practice joining techniques.</i></p> <p>In digital media, use a range of tools to create different lines, colours, shapes, tones and textures</p>	<p>Create sketchbooks to record and revisit observations</p> <p>In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection</p> <p>In painting, use watercolours to produce washes for backgrounds</p> <p>In textiles, use basic cross and back stitch</p> <p>In sculpture, include texture that conveys feelings, expression or movement and refine use of tools</p> <p>In digital media, use a range of tools to create images, video and sound recordings</p>

Significant artists				
	<p>Talk about the work of an artist, craft maker or designer</p> <p>Discuss their own and others' work</p>	<p>Know about the work of a range of artists, craft makers and designers</p> <p>Describe differences and similarities and make links to own work</p>	<p>Evaluate work of some artists and analyse creative works</p> <p>Know about great artists, architects and designers and how their art / design reflected and shaped our history</p>	<p>Draw on work of other artists for inspiration and begin to emulate their style</p> <p>Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation</p>
	<p>Artist Study:</p> <p>William Morris</p> <p>Van Gogh</p> <p>Yayoi Kusama</p> <p>Resources in the local area</p> <p>Crimean war painting collection at Cumberland Lodge</p>	<p>Artist Study:</p> <p>L S Lowry</p> <p>Piet Mondrian</p> <p>Kehinde Wiley</p> <p>Claude Whatham</p> <p>Resources in the local area</p> <p>Tapestry at Cumberland Lodge</p> <p>Classroom mural</p> <p>Windsor castle and St. Georges' chapel</p>	<p>Artist Study:</p> <p>Quentin Blake (introduction)</p> <p>Claude Monet</p> <p>Antoni Gaudi</p> <p>Resources in the local area</p> <p>Savil Garden sculpture trail</p> <p>Sculptures around the The Great Park.</p>	<p>Artist Study:</p> <p>Quentin Blake (greater depth)</p> <p>Andy Warhol</p> <p>Marc Chagnall</p> <p>Resources in the local area</p> <p>Stained glass windows at The Royal Chapel</p>

Vocabulary				
(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Creating with Materials) Share their creations, explaining the process they have used;	Begin to develop artistic vocabulary eg <i>primary/secondary colour, line, light, dark</i>	Use correct artistic vocabulary eg <i>tone, tint, pattern, texture</i>	Use artistic vocabulary to discuss and evaluate work eg <i>observe, perspective, technique, palette</i>	Use range of artistic vocabulary to discuss and evaluate work eg <i>reflection, contemporary, convey</i>
Skills				
<p>(Fine Motor) Hold a pencil effectively in preparation for fluent writing</p> <ul style="list-style-type: none"> - Using the tripod grip in almost all cases - Use a range of small toys, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing <p>-(Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Share their creations, explaining the process they have used</p>	Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Use and apply art and design techniques and improve their control and use of materials	Apply art and design techniques with creativity, experimentation and increasing awareness