

Art Policy



The Valley Community School

Reviewed: Autumn 2025

Reviewed by: S. Parkinson

To be reviewed: Autumn 2027

Attached committee: Curriculum

The Valley Community School

Our Vision Statement

“A world class centre of outstanding learning”

To achieve this we:

- are embracing the principles of lifelong learning, best use of new technology and “visible learning”
- are developing an international understanding of our place in the world
- are developing leaders and critical thinkers of tomorrow
- are meeting the requirements of the National Curriculum 2014

School Mission Statement

“Together we’re better”

Our guiding principles are:

- we work closely with our community
- we broaden our pupils’ perspectives
- we teach understanding and respect for others
- we value everyone’s abilities and support each other

Our core values:

Acceptance

Fairness

Trust

Equality

Respect

Meeting requirements:

From September 2014 the school will be meeting of the requirements of the National Curriculum 2014, in core specific year groups; all other years will continue to work to the previous national curriculum requirements until Sep 2015.

Assessment:

Within key foundation subjects, assessment will be based around the mastery of expectations specific to each year group, as exemplified within the National Curriculum and its subsidiary guidance.

The school feels strongly that there is a need to develop both global citizenship and, where possible, teach the fundamental principles of British Citizenship. This encompasses;

A sense of fair play

Tolerance

Duty and remembrance

Respect

Values

Ethics

Belonging

Contributing to and supporting all our local communities

Perseverance.

In upper key stage 2, a sense of "Britishness" is embodied in the strong links between the school and the Pre-Duke of Edinburgh-Adventure Service Challenge (ASC) projects, which help pupils, see their role in the community, where the curriculum overlaps in these areas opportunities are seized.

THE VALLEY COMMUNITY SCHOOL

We believe that Art, both expressive and visual, support children's learning in a range of ways as the skills developed in these subjects can be transferred across the curriculum and thus aid learning. They focus on

- observing detail,
- thinking about purpose of art,
- noticing structure, pattern, texture and style,
- understanding and interpreting meanings in art
- expressing a response to the art they study.

Children enjoy art as they can use creative and imaginative skills to engage with learning and enjoy with others the end results of their labours. Art education is a powerful tool for raising self-esteem and at The Valley School we have a commitment to providing pupils with opportunities to share and present work to others.

Art is a foundation subject and is allocated time and resourcing equal to the other foundation subjects.

Each teacher is responsible for teaching this subject but in some Key Stages teachers work alongside specialists such as visiting artists. We believe art is best taught through aspects of specialist teaching, with real artists and subject specialist playing a role in promoting this subject, via delivery or coaching of others.

All children should be given regular opportunities to develop their skills in art. This can be done as a class as well as in small groups within the class.

The school's aim through using the KAPOW art Scheme is to provide an art curriculum that will enable each child to reach their full potential, through investigating and making, through research and the development of skills and through their evaluation of their own work and that made by others. The KAPOW scheme encourages diverse outcomes by inspiring creativity through expert demo videos and content, allowing pupils to express ideas and explore global art and artists.

The subject is based on the notion that Art should have strong international and historical dimensions that link in order to broaden our pupils' perspectives, develop a notion of international citizenship and responsibility.

The curriculum is cyclical and spiral and links to pupils' cognition and metacognition with deeper reinforcement of key concepts, knowledge and skills using the Webb's "Depth of Knowledge" approach in structuring activities to support simple to complex learning and understanding.

It develops pupils' vocabulary, allowing pupils to access short and long-term memory in order to apply this across the Art curriculum creating links and deeper understanding.

It develops first hand experiences for our pupils to access involving visits to Art installations and working with our Artist in residence.

We have a curriculum designed in such a way that learning about the same techniques and concepts through different art activities enables a more secure, deeper learning and mastery of art skills attitudes and techniques.

In Art, teaching and learning is not linear, the strands of learning are part of the learning spiral. Over time, children can both develop new skills and concepts in art and re-visit established skills and concepts.

We strongly feel Art provides us with, not only the means of self-expression and communication, but also a window into other people's feelings, thoughts and visions.

We believe Art is a unique and diverse visual language. It is common to all cultures and age groups. Art has a role in its own right but has several functions both to the

individual and in playing an inherent communicative and supportive role in every curriculum area, making a significant contribution to the quality of learning. Art experiences enable children to learn, organise, communicate, express and celebrate, using intuitive as well as logical processes.

Art teach pupils to think creatively, to develop perceptual skills of observation and discrimination, and to develop verbal, visual and technical skills for communication. Art education can help to develop and awareness of different societies and cultures, both past and present, and can aid children who may have difficulty expressing themselves by other means.

Children need to be given space in which to develop the above creative skills. Staff may need to be creative with their classroom organisation. Computing could also be used to support this creative process.

Throughout the Foundation Stage and Key Stage 1, children will develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. The role of Art and Design in their environment, and colour, shape and space used to represent ideas and feelings.

Throughout Key Stage 2, children will further develop their skills through more complex activities. Visual and tactile elements, materials and processes used to communicate what they see, feel and think.

In each year group, the KAPOW scheme is organised into units, covering four key areas: Drawing, painting and mixed-media, sculpture and 3D and craft and design

Art and the cognitive development of children at The Valley

Practical development

We develop skills and knowledge using a variety of materials and techniques so that the children's ideas can be planned and developed successfully and imaginatively.

Intellectual development

We allow children to make choices that enable the development of visual perception and environment awareness.

Critical development

We allow children to gain an awareness of the aesthetic pleasure of Art and allow them to express opinions about their own and others' art work.

Knowledge development

We allow children to study and observe images and artefacts from different periods, cultures and traditions and apply this to their own work. We enable the children to explore the link between the personal and cultural influences that apply to artists and how the artists in turn influence others at a personal and cultural level.

In order to ensure that our curriculum and developmental aims remain attainable for all our children, the following objectives are identified as the primary tool through which Art is taught.

Pupils should be familiar with the works of influential artists and introduced to the concept that there would be an impact of their work on later artists. In year 5 and 6 children should also have the opportunity to look at architecture and famous architects.

Children should be given occasions when they can exhibit their artworks to an audience e.g. as part of a class assembly; an end of term exit event; a display. Pupils can use these occasions as well as those in class to appraise each other's creations.

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work.

To be able to do this children should be given the tools with which they will become lifelong art lovers. Throughout school children are given the opportunity to comment and give opinions of artist's work and the influences involved.

Aims

To encourage all pupils to enjoy the art as an observer, as well as an artist.

To pursue understanding of art through practical experiences.

To teach the skills necessary for children to take an active role in art

To encourage an active role in art in and out of school by participating in activities.

To develop pupils skills for children to take an active role in art

To enable and encourage pupils to continue their artistic creativity into their adult life.

To generate enthusiasm for all art styles.

To appreciate art and to be aware of cross-curricular links with other subjects.

To give each child the opportunity to participate in art activities throughout their school life regardless of their ability.

To value and respect the work of others as well as their own.

We aim to build on the strengths of the children by adding the **disciplinary and substantive** knowledge pupils need to progress.

Substantive knowledge in KAPOW Art is split into Practical, Theoretical and Disciplinary knowledge

In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: Line, tone, shape, colour, form, pattern, texture.

In the Kapow Primary curriculum, this knowledge largely links to the making skills (including formal elements) strand.

Children gain theoretical knowledge of the history of art through our Knowledge of artists strand. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions:

What is art?

Why do people make art?

How do people talk about art?

In the scheme, the strand Evaluating and analysing covers this knowledge.

The three domains of knowledge, and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.

Each year group has a set and specific set of objectives that also encompass linked learning, for example British Values and SMSC and international dimensions: Art from a range of cultures and places

SMSC in Art:

SMSC: (Spiritual) finding the beauty in art. A sense of awe and wonder can be explored by exploring our reactions to art and subjects that artists find inspiring. A search for meaning and purpose – Throughout Art history artists have used art to communicate what is happening in their time.

(Moral) "Moral development refers to pupils knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong" Exploring the messages provided by other artists in reaction to moral issues of their time is an excellent vehicle for discussion of these issues.

(Social) 'Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.' Art lessons are an ideal opportunity to model and develop the children's opportunities to demonstrate our core values:

Acceptance, Fairness, Trust, Equality and Respect.

(Cultural) Having opportunities to reflect on art in historical context and explain why it adds to cultural or historical understanding of a culture or civilisation past i.e. cultural features which influence and shape the present. It can also include studies of the present values and customs of our nation and of other nations cultures and societies and in doing so we develop in our students' respect for the values, customs and cultural heritage of those who belong to other times, countries, faiths or ethnic groups.

Each unit has a support document which allows teachers to assess learning at a "micro" level, closely linked to planning

Organisation for Teaching

Staff are responsible for their own classroom organisation which should be appropriate to the age group they teach.

Staff will need to be creative with organising lessons to ensure resources are used to their full potential and enthusiasm for the subject is communicated effectively.

Long and short term planning

Long, medium and short term planning is provided in the KAPOW scheme. Teachers have the responsibility to take account of the needs of the children in a particular class; the topic area they are covering and the progression in Art guidance then adapt the lessons accordingly. EYFS plan and assess following their child led learning.

Staff hyperlink -attach a link to the planning to the long term plan.

Short term planning from KAPOW is in line with the schools overall planning policy for other subjects so that it ensures the individual needs of children are met and good progress is made.

The strategies for the implementation of the aims will be effective when the three principles for inclusion are taken into account where staff:

- Set suitable learning challenges;
- Respond to the pupils' diverse needs
- Value the contribution of all children;

All pupils at The Valley feel secure and are able to contribute appropriately; Art provides an invaluable opportunity to challenge stereotypical views and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

- Overcome potential barriers to learning and assessment for individuals and groups of pupils through adaptive teaching strategies and by making reasonable adjustments.

In art, children usually broadly achieve High, Middle and Low attainment ability. There will occasionally be some pupils who will demonstrate ability higher than others in the class (in the past known as Gifted & Talented). There will be pupils who may find it very difficult to access the lesson (often but not always SEND).

Every plan should cater for these areas of attainment.

When planning staff need to consider how they intend to develop adaptive teaching strategies and by making reasonable adjustments extend and enrich this project for the more able and how they will support the less able. Advice for this is taken from the NASEN document and is added to the KAPOW planning as needed. For example, using same day intervention, at the point of error, which is always our preferred way of addressing misconceptions. The pre teaching and post teaching of any language linked to the art topic and beginning earlier supportive work, especially around language acquisition. Prior to a sequence of lessons we will often pre-assess

pupil's art skills through the use of FPT (Focused Practical Tasks). Lessons can then be adapted to support the children's needs.

GDO opportunities for the more must be evident in the sketchbooks and are clearly different to the EXS and WTS. They should be crucial to the further development of skills/knowledge/ self- assessment.

All planning must contain GDO opportunities, initially for the more able, then cascading through the learning as children master the skills, technique and knowledge at their level. All planning must contain an explicit focus on language development.

Typically, high skill ability artists will already be able to draw shade and colour skilfully without much input from you. High ability thinkers will create unusual and interesting colours, shapes and patterns and have more imaginative outcomes that are not necessarily skilfully produced.

Pupils who are very skilful at drawing and/or painting may have little or no imagination. They will need support to be able to develop their creative thinking (out of the box thinking)

To accommodate this staff need to identify these children then plan accordingly. Staff need to know if they have high ability thinkers, high ability creators of art or both.

To extend pupils work they should be challenged to push the boundaries and branch out into their own, creative outcomes.

Cross-curricular links

Art can enrich learning in other subjects here are just a few brief examples.

History, Geography, English, R.E., P.S.H.E - times, places and culture.

English, art and design, R.E. and P.S.H.E. - mood and emotion.

In writing poetry – imagery.

Science – light colour

Computing - use of art software to explore and create unique compositions.

The internet (safely) to explore art from different times and cultures.

Digital cameras and software to gather visual information.

Spiritual, moral, social and cultural development can be explored through art.

- ❖ Spiritual – to reflect and express their thoughts and feelings through Art
- ❖ Moral – to respect and value their own work and the work of others.
- ❖ Social – sharing with and supporting others, recognising and appreciating the different and unique abilities and ideas of other.
- ❖ Cultural – recognising how art influences the way people think and feel, relating it to the time and place. Also through reflecting on Art from other traditions.

Time allocation for the subject.

Art will be taught according to timetable allocations for foundation subjects. The hours may be used in a block or as weekly sessions.

Equal Opportunities and Special Educational Needs

Art is an entitlement for all pupils. Teachers at The Valley provide each child with appropriate learning challenges. They are aware of and respond to the diverse needs of each pupil, so that the experiences they have are rewarding and demonstrate achievement. Work is adapted so that each child can reach their full potential involving all the spectrum of SEND; for example adaptations to equipment may need to be made to allow for physical needs; or opportunities to extend skills for the more able children. Equal opportunities is supported by all staff. For example Art from all cultures, genders and periods of time is used throughout the year and all children regardless of gender, ability or disability will be encouraged by staff to take an active part to the best of their abilities.

“How we make suitable adaptations to support the learning of Disadvantaged and Special Needs Pupils “

“At The Valley School we adapt the curriculum to make it accessible to all pupils. This involves adapting the curriculum content, methods by which it is taught, teaching sequence or resources. Our highly trained and dedicated staff know that true inclusion does not just happen in core subjects, but throughout the whole curriculum.

Our Inclusion practices include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on drama, making and the arts, rather than defaulting to reading/written content only
- Using computing technology, apps and video where appropriate
- Waves of intervention that focus on basic skills and language proficiency that supports wider curriculum accessibility”

For example if a child has difficulties with fine motor skills use enlarged paper and drawing or painting equipment.

Extra support may need to be given to those who have a barrier to learning because of English. If this is the case it is appropriate that evaluations and critiques in art are adapted: use a scribe to record the child’s opinion. It is essential that children access the visual and creative aspects of the art curriculum without experiencing any negativity to allow for personal growth.

Assessment, recording and reporting procedures

Recording –

I pads are available on which the class teacher can gather evidence of what has been done in class in relation to group work. Photographs can be put into the Art evidence folder on the T drive.

Displays and sketchbooks are used to record visual work.

Reporting to Parents

Reporting to parents occurs through the Parent's meeting, and the schools written reports. Events such as exit events and exhibitions provide opportunities to showcase our children's talents in Art.

Assessment

Staff will need to ensure that during lessons they observe children as they are working with them. Teaching assistants can help with this but the responsibility is that of the teacher. This is in order to make assessments that support the next step in learning, communicated through effective feedback, and so that progress is monitored. During lessons, teachers observe children as they are working with them. Teaching assistants can help with this but the responsibility is that of the teacher. This is in order to make formative assessments that support the next step in learning, communicated through effective immediate and at the point of need feedback, and so that progress within a lesson is made, Assessment in Art is a simple, effective, pupil-friendly model of assessment that support learning. This is demonstrated in the children's sketchbooks when the children respond to verbal feedback. Teachers have the opportunity to record significant details or comments about assessed progress on the learning ladders situated on the inside covers of the sketchbook. The objectives on these learning ladders are taken from the assessment criteria within KAPOW that is linked to the National Curriculum. The most important thing about assessment is that it should be a positive, personal and informative experience and it should make children want to try again.

At the end of a project, this is used to make summative assessments so the teachers can make an overarching assessment against year group levels. This is then recorded on Insight. This information is used to track children's progress and achievement. Teachers use this information for children new to their class so that they can identify the children that will need support or extending within their art lessons.

Both these formative assessments and the recap modules within KAPOW allow teachers and subject manager to judge if pupils are making good or better progress in the subject because they can demonstrate that they know, remember and can apply the knowledge, skill and vocabulary to their year group end -points. Staff will use the Insight assessment pro forma in line with the New National Curriculum expectations.

Assessment in Art should be a simple, effective, pupil-friendly model of assessment that support learning. This is demonstrated in the children's sketchbooks when the children respond to verbal feedback; from teachers next step comments and when pupils are invited to contribute to pupil discussions.

The most important thing about assessment is that it should be a positive, personal and informative experience and it should make children want to try again and improve even further.

Ofsted's latest framework (2019) drew attention to the intent, implementation and impact of the Art education on offer.

Research (Eisner 2002) has identified eight visions that support the structure of art education. At the Valley we use a number of them. We engage in a discipline-based approach, which allows students to talk about art, understand its historical context, be able to question art and think like artists. We support the children in developing a "Visual culture" which is the second of Eisner's principles where we aim to provide students with the chance to view a culture or political statement through the artwork studied, for example the work of Paul Nash.

When creating their own Art work we provide opportunities for creative problem-solving which is Eisner's third principle. Art can be an opportunity for problem-solving independently and creatively. Which allows for inclusive teaching where adaptive teaching methods ensure that barriers to learning are removed.

We also have opportunities where we can address the mental health and wellbeing of pupils, the fourth principle of creative expression. We teach about tonal key and how artists use this to express mood and feeling in art so that they can use this as a tool to engage with their emotions.

Eisner's final principle suggests art is part of an integrated curriculum. Where possible and as a supplement to the NC we use Art as a vehicle to express thoughts feelings ideas or concepts in subjects such as History or RE.