

Moss Park Junior School Art Policy

Purpose and Aims

Purpose

- To 'engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design'.
- To give pupils an opportunity to develop their critical understanding of art and design.
- To teach children how 'art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation'.

Aims

- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other arts, crafts and design techniques
- To evaluate and analyse creative works using the language of art, crafts and design
- To know about great artists, architects and designers and to understand the historical and cultural development of their art forms

(DfE: National Curriculum in England for Art and Design)

Provision

Our curriculum is categorised in two ways:

Breadth – the relevance and requirement that gives pupils experiences of a range of historical and modern artists and work.

Depth – the understanding that helps pupils to think and act like artists.

Whilst coverage is our goal for the 'breadth' elements, repetition and increasing understanding is our goal for the 'depth' elements. Every opportunity is taken to relate art to the needs of our pupils. We use first-hand experience, visits, visitors and artefacts from the local and wider environment to engage children's interest and imagination.

Art is a stimulus and a springboard for the development of imagination, creativity and the development of crafts and design techniques. Drawing, painting, printing, 3D (including clay), textiles and collage from different periods of history and cultures are shared with the children.

Our Art curriculum enables inclusion for all. We ensure that all children can access the skills, techniques and knowledge taught so that they can develop their creativity and make progress. This is accomplished through a variety of ways: adaptation of resources, adult 1:1 support, scaffolding learning and more.

Through their understanding of the different types of art and artists, children will be encouraged to develop their feelings and empathy for others. Through their understanding of varied crafts, children will be helped to develop an understanding of their identity as a creative individual. Children will learn about other cultures and religions, the importance of mutual respect for other people's creativity as well as upholding their own rights to express their individual creativity. They will learn about rights and responsibilities whilst being taught how to show appreciation in the creative world. Overall, Art at MPJS will promote our pupils' social, moral, spiritual and cultural development.

Teaching and Learning, Progression and Assessment

We believe that Art can be effectively taught using the basic structure of our Common Lesson Format used across our school (based on Roshenshine's Principles of Effective Instruction). In all subjects, we adapt the stages of instruction to the techniques that should be used when teaching at MPJS.

When teaching Art at MPJS, we teach children to think as Artists and be creative in their work. A variety of teaching approaches are used to help pupils to develop their skills in Art. We introduce the children to a breadth of Art through our curriculum focus of Media, Theme, Artist.

We place an emphasis on teaching topic specific vocabulary and overarching vocabulary to ensure that the children understand all of the subject specific vocabulary that is being introduced to them. This language, like the learning and skills taught in each topic, is regularly revisited.

Progression

Our Art curriculum explores six main areas of learning, which are continuously developed through years 3 to 6. Each year, children are introduced to the six areas through the three topics taught in each term. They build on their prior knowledge as they start each new year by continuing to develop the learning (knowledge) and the skills that they learn. The six areas consist of the following; Drawing, Painting, Printing, 3D (including clay), Textiles and collage and Appreciation.

Assessing and Reporting

We assess pupils' knowledge, skills and understanding in Art each term and use this to plan teaching activities that support pupils in meeting our curriculum expectations for the end of a year. Our progression document ensures that pupils have lots of opportunities to deepen and extend their learning throughout each topic, over the year and throughout the Key Stage.

Monitoring, Evaluation and Improvement

The role of the subject leader in monitoring pupil outcomes is to audit teachers' judgements. Leadership time within the school day is planned carefully so that subject leaders can effectively monitor and evaluate their subject. The subject leader then works collectively with teachers and the Senior Leadership Team to examine the strengths and areas for development in Art provision. The Art subject leader then creates action plans to improve achievement. The Art subject leader keeps track of the improvements they have secured over time to understand how effective he or she is as a leader.