



Art Policy 2023-24

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY

Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- **Respect**
- **Responsibility**
- **Resilience**

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school
 <ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	 <ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	 <ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	 <ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	 <ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
Implementation				
<div data-bbox="140 1458 384 1630"><h3>6</h3><p>Consistency is key</p></div> <ul style="list-style-type: none">• Consistency and coherence at a whole-school level are paramount• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level				

Our Rules:

- Ready
- Safe
- Respectful

Larkholme's Curriculum Statement

Art Intent Statement

At Larkholme Primary School, our Art scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is designed to give pupils every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Art Implementation

Our Art scheme is designed with five strands that run throughout. These are:

- generating ideas
- using sketchbooks
- making skills
- knowledge of artists
- evaluating and analysing

The units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout the units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. units in each year group are organised into four core areas:

- drawing
- painting and mixed-media
- sculpture and 3D
- craft and design

Our units fully scaffold and support essential and age appropriate, sequenced learning and are carefully adapted to form cross-curricular links. Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make their own creative choices and decisions so that their art outcomes are unique to each pupil whilst still being knowledge rich.

In EYFS children are encouraged to safely use and explore a variety of materials, tools and techniques which allows them to experiment with colour, design, texture, form and function. Children are then given the opportunity to share their creations with their peers and explain the processes that they have used to create their pieces of Artwork.

Art Impact

Our Art curriculum is designed so that children are involved in evaluation, dialogue and decisions about the quality of their outcomes and the improvements they need to make. By taking part in regular discussion and decision making processes children know facts and key information about art but also will be able to talk confidently about their own learning journey.

At Larkholme Primary School art is constantly monitored through both formative and summative assessment opportunities. Pupils leave school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their future learning in Art.

Teaching and Learning

EYFS

In EYFS children are encouraged to safely use and explore a variety of materials, tools and techniques which allows them to experiment with colour, design, texture, form and function. Children are then given the opportunity to share their creations with their peers and explain the processes that they have used to create their pieces of Art work.

Organisation, Planning and Resources

KS1 and KS2 children are taught Art using the Kapow scheme of work as follows:

Art Curriculum Map Whole School Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing: Marvellous Marks			Painting and mixed media: Paint my world	Sculpture and 3D: Creation Station	
Seasonal crafts unit - ongoing all year						
Year 1	Drawing: Making your mark		3D and sculpture: Paper play		Painting and Mixed Media: Colour Splash	
Year 2	Craft and Design: Map it Out!		Painting and Mixed Media: Life in colour		Sculpture and 3D: Clay houses	
Year 3/4	Painting and Mixed Media: Light and Dark		Craft and Design: Ancient Egypt Scrolls		Craft and Design: Fabric of Nature	
Year 5/6	Drawing: I need space			Painting and Mixed Media: Portraits		Drawing: Make my voice heard

Art Curriculum Map Whole School Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing: Marvellous Marks	Painting and mixed media: Paint my world	Sculpture and 3D: Creation Station			
	Seasonal crafts unit - ongoing all year					
Year 1	Drawing: Making your mark		3D and sculpture: Paper play		Painting and Mixed Media: Colour Splash	
Year 2	Craft and Design: Map it Out!		Painting and Mixed Media: Life in colour		Sculpture and 3D: Clay houses	
Year 3/4	Sculpture and 3D: Abstract shape and space			Drawing: Growing Artists		Drawing: Power Prints
Year 5/6	Sculpture and 3D: Interactive and installation			Craft and Design: Photo Opportunity		Sculpture and 3D: Making memories

Resources are kept in a central store, on the first floor. It is the responsibility of each adult to keep the resources neat and tidy, inform the co-ordinator termly if any resources need replacing and to ensure hazardous materials are disposed of safely. Other waste from used resources should be recycled accordingly.

Assessment

Teachers make ongoing, informal assessments in Art, using observations of children working, discussions and marking of children's plans and ideas. Attainment target level descriptors from the National Curriculum help give an overview of the ongoing achievements of the children in the subject, teachers are to record and report to the Art coordinator of those children working above and below of age-related expectation. Parents are informed of their child's progress in the Annual Report.

Inclusion and Equal Opportunities

At Larkholme Primary we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of Art and to be supported in this process.

Inclusion

At Larkholme Primary we teach Art to all children, whatever their ability. Art forms part of the school's commitment to providing a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Role of the Subject Leader

The co-ordinator should:

- Take a lead in policy development.
- Monitor the effectiveness of the teaching of Art.
- Support colleagues, including induction of teachers new to the school.
- Make resources available for a range of purposes.
- Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.
- Writes a subject action plan, informed by the whole school development plan

Working with Parents/Carers

Parents and carers have an important role to play in helping their children to learn about Art. They can encourage their child to practise their skills and apply their knowledge of Art at home.

Policy Review Date: September 2024