

Viking Academy Trust



Art Policy 2022-2023

Approved by the Trust:

Reviewed biennially:

Last review date:

Signed



Chair of Trust

The VIKING ACADEMY TRUST Art Policy for Ramsgate Arts Primary School has been written after consultation with staff.

This policy has been adopted by the governors in consultation with the Head of School, subject leader and teaching staff.

What is Art?

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

-Primary National Curriculum, 2014

Why is teaching Art important?

Art gives children the opportunity to respond to the world around them; respond to their individual feelings and emotions; develop and use their imagination; express their ideas, thoughts and feelings. It allows children to solve problems; and become more aesthetically aware.

Art is a communication tool for students who may not be able to articulate themselves in a traditional format and can give them the necessary means to express themselves in a creative manner.

What are the main aims of teaching Art at RAPS?

Within the framework of statutory requirements, our main aims of teaching art are:

Aims

The National Curriculum for art and design aims to ensure that all pupils:

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

What else do we offer?

Extra-Curricular:

We offer children industry connections through visiting artists and art workshops such as ceramics and illustration and community projects with parents including Christmas wreath making and The Big Draw. Links have been created with local secondary schools to begin collaboration and give children access to further opportunities.

We run art competitions every term that are open to all children. We also enter competitions locally and nationally-including through the Turner Contemporary Gallery and the National Gallery (Take One Picture competition). We have also been involved as part of pilot projects, such as The Apple Project and Spacer.

We offer an art club which is open to all KS2 children with a focus on meaningful outcomes. We also offer additional extra-curricular workshops for pupil premium and gifted and talented children to ensure art is accessed by all. Art is taught in collaboration with other subjects across the curriculum such as the drama department for school performances. In addition, art trips are offered to children to ensure pupils have access to art in the real world and to inspire children, giving them access to artwork by experienced artists.

Children are encouraged to feel empowered through art as art is celebrated and valued in the rich displays across the school. We believe art for everyone; all students are given opportunities to engage within the versatile art and design curriculum which is engaging and inspiring.

IMPLEMENTATION

What content is on the Art curriculum at RAPS?

Art is a foundation subject in the Curriculum 2014. Planning is centred around the children's learning in topic where possible but follows the National Curriculum aims for Key Stage One and Two.





These aims are outlined below and have been broken down into further points.

In Ks1 pupils should be taught to:

- Ar1/1.1 to use a range of materials creatively to design and make products
- Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Ar1/1.4 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 Ks2 pupils should be taught to:

- Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas
- Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Ar2/1.3 about great artists, architects and designers in history.

	Me and my place	Materials everywhere	Playing past and present	The world of weather	Animals and us	Where we are
Year 1						
	Drawing, Collage and Painting	Textiles, Drawing and Sculpture	Sculpture, Textiles, Drawing	Painting and Collage	Printing and Digital Media	Digital Media, Painting, Drawing
Skills	<ul style="list-style-type: none"> D: 1, 2, 4, 5, 6 C: 1, 2, 3, 4 P: 1, 6 	<ul style="list-style-type: none"> T: 1, 4, 5 D: 1, 4, 7, 8 S: 1, 2, 3, 4, 5 	<ul style="list-style-type: none"> S: 1, 2, 3, 4 and 5 T: 1, 2, 3 D: 3, 5 	<ul style="list-style-type: none"> P: 1, 2, 3, 4, 5, 6 C: 1, 2, 3, 4 	<ul style="list-style-type: none"> PR: 1, 2, 3, 4, 5 DM: 1, 2, 3 	<ul style="list-style-type: none"> DM: 2 P: 1, 2, 3, 4, 5, 6 D: 1, 2, 3, 4, 5, 6, 7, 8
Tasks	Pupils' exploration of self-portraits through looking at the work of Picasso and Paul Klee. They learn the words Cubism and Geometric and create works in this style. There final outcomes will a Cubism style collage and Pastel drawing of themselves in the style of Paul Klee/ Picasso.	Pupils begin to understand a variety of fabrics and materials including recycled materials They will focus on the sculptural artist Ptolemy. They explore weaving using paper and plastics and various patterns to create different Sea Life creatures. Students create a whole class collaborative piece (a turtle) focusing on man-made and natural materials. Also for an work by artist schubert gump and create a tree sculpture in his style.	Pupils will design and create a simple hand or finger puppet based on the artist Jon Burgess . Pupils will use a range of materials to explore puppets and various products. Pupils will decorate their puppets using textiles skills, including drawing on materials.	Pupils will explore and mix primary colours, to create secondary colours discussing warm and cold colours. Pupils will use collage to inspire colour mixing and naming colours. Pupils will develop their own colour charts with named colours. They will focus on the work of Van Gogh and create a painting based on 'Stary night'.	Pupils will explore plants and trees making rubbings to explore their textures. They will produce an impressed print, g.g. plasticine print in simple patterns. They will use photography to record findings. They will create a series of prints and base their studies on the artist Ogla Garmyrolia focusing on texture, detail and directional lines.	Looking closely at the work of Amiria Gale record findings of the beach, visit using Learn to take close up observational p They will collect shells and stones, make observational drawings of these, they these drawings into a large-scale paint
Images						
Key words/Artist	Cubism/ Geometric/shapes/ rectangle/square/circle/movement/collage Paul Klee/Picasso	Ptolemy/Scale/reuse/recycle/Sealife/anomalies/coral/texture/natural/man-made	Jon Burgess /Puppet/textiles/ Movement/ product/ hand puppet/sculpture/ embellishment/movement	Van Gogh/stary night/ famous art work/ warm and cold colours/primary colour/ secondary/ mixing/movement/expressive/ Dramatic	Ogla Garmyrolia /Printing/ rubbings/texture/impressed print/directional lines/thick & thin lines	Amiria Gale/observational photograph large scale/ rough/ sandy/ smooth natural/distorted/ symmetrical

What about Reception?

Children will be introduced to the art room with its specialist art equipment from Reception. They will learn to express themselves through various mark making using a variety of different tools and will learn to create artwork using their various marks. Children will start to discuss artwork and common themes that are related to works of art. They will learn about basic colour theory and how to mix paint to create tones and tints. Children will explore various different brush strokes to produce artwork. Children will have the opportunity to express themselves through various different drawing tasks and outcomes are often linked to their topic where possible.

How often is Art taught at Ramsgate Arts Primary School?

In Reception, children are taught art in small groups and have at least one designated art lesson each week.

In Key Stage 1, children are taught art for a one hour lesson per week.

In Key Stage 2, children are taught art as part of their arts curriculum for 1-2 hours per week.

How is Art taught?

Art is taught in the Arts curriculum alongside musical theatre, dance, drama, PE, computing and music.

IMPACT

What is the impact of the teaching of art at RAPS?

Through the teaching of art, children explore art and design methods, techniques, media, materials and the formal elements. They learn the types of knowledge in art and design- practical, theoretical, disciplinary- and medium-term plans reflect these.

Children produce tangible outcomes linked to artist and themes. They are taught about the subject matter- its

significance and meaning of work and its contextual relevance. Children learn about a range of art from traditional to modern and contemporary and how the different practices have each shaped the subject.

Using the skills progression sheet, skills are built into the lessons and units are linked where possible to topic areas to give children a more relevant project-based learning outcome through the sense of cohesion.

Skills are built up over time. In Key Stage 1, skills are introduced and explored and in Key Stage 2, these are built up to be more complex. Broader skills and techniques are explored in Upper Key Stage 2, from Batik to Zines. Skills are broken into smaller components which are practised and recalled over the term to become more embedded.

Children's books and outcomes will show evidence of research and contextual links to the theme or subject matter. Experimentation of the theme in a range of different media leads towards a final outcome or series of final outcomes.

Art has a relevant and purposeful meaning to children as they progress through the school and build on their skills and experience of the subject. They leave RAPS confident in their skills and abilities and able to critically analyse their own thoughts, feelings and outcomes.

How is art assessed?

Children are encouraged to discuss in dialogue and debate with a tabletop review at the end of every lesson. The tabletop review allows children to discuss their work and the work of their peers, to visually compare all of the outcomes and to see if the lesson objective was met. Verbal feedback is given in every lesson to each individual student aiding them to adapt their work at the relevant opportunity and improve throughout the lesson. Lessons are adapted from formative assessment by the teacher in the previous lessons to aid development in the next. Assessment for learning opportunities are made through questioning (TTYP, 123 tell me, target questioning and challenging individuals to tell me more).

Summative assessment is made at the end of a project from the outcomes produced by the children. The children are able to self and peer assess their outcomes using what went well and even better if. The criteria of meeting, exceeding and developing is being introduced to children and they are encouraged to move work into the category they think best reflects their work. Peer assessment is then used to help children make a better judgement and think critically giving them the opportunity to move their work into a different category. This is always based on the learning intention/ objective of the lesson.

Evaluation and reflection sheets have been introduced for children to fill out at the end of each term once the project/ topic has been achieved. End of year reports are completed for every child at the end of each academic year with an assessment and a target.