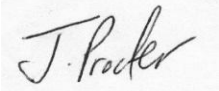


PIONEER FEDERATION



Art Policy

Review cycle:	1 / 2 / 3 years	Date: November 2024
Approved by:	Full Governing Body / Executive Headteacher	
Changes made in this review cycle:	Date Dec 24 Changes: the prior knowledge section of cover sheets to be completed by teachers.	
Linked policies:	DT Policy	
Signed:		
Position:	Executive Headteacher	
Date of next Review:	November 2025	

INTENT

In the Pioneer Federation, we provide an art curriculum that is exciting, diverse, accessible and progressive for all pupils. Beginning in the EYFS, we enable children to develop their ideas, knowledge, skills and understanding through experimentation and exploration of a range of media without the threat of being wrong, and so children become more at ease with the uncertainty of not knowing how something might turn out. Through our progression map, the skills and knowledge are built upon as they move through to the end of Key Stage 2, in readiness for Key Stage 3 and beyond.

Across the key stages, we aim to develop imagination, self-expression, creativity and technical skills allowing children the freedom to create something that is unique to them.

In their work, we develop self-confidence and resilience through critical thinking and problem solving. As a result, a sense of ownership over what they produce is achieved. All children will know that the artwork does not have to be a masterpiece; the outcome does not matter as much as the progression of skills learnt. They will understand the purpose and use of a sketchbook and they will use it as an integral part of their journey as artists.

Creativity is linked with well-being; allowing children to explore their individual identity and develop their sense of self supports them towards being more content within themselves.

As life-long learners, we hope that a passion for art becomes a central part of their lives and identity. We strive to support all children to learn about a diverse range of artists and cultures, encouraging them to be inspired by different historical art movements, approaches and mediums.

Enabling discussions around their peers work as well as famous artists helps develop critical thinking skills. Children will be encouraged to look at the world around them through different eyes, thus providing them with the understanding that not everyone's idea or view of something is the same, nor does it have to be.

Appreciation for the subject as well as their own and others work is central to our Art intent.

IMPLEMENTATION

Art in the Pioneer Federation is based on building upon revisiting and reconnecting with already taught knowledge, skills and understanding throughout each lesson and unit. From EYFS to Year 6 the art curriculum map shows how each of the four strands are sequenced and revisited each year. The Art curriculum covers key components of painting, drawing, collage and sculpture. Teachers use the curriculum maps as frameworks to plan and progress children's learning, using the various topics to explore elements of Art and Design skills and techniques. Sketchbooks are an integral part of developing and deepening children's knowledge, critical thinking, exploration and technical skills. Sketchbooks allow children to develop and practise skills, experiment, record ideas, reflect critically and used as a means to creating a final piece of artwork.

Accessibility in Art and Design

All children are able to access Art at Pioneer Federation, regardless of their level of ability. Alternative and/or adapted provision is always available should a child with additional needs require a different way of achieving the lessons' learning objective. We achieve this through the use of different media, tools or ways of scaffolding support.

IMPACT

Through our Art curriculum provision, children will be able to:

- develop knowledge, technical skills and understanding of a range of media within a sketchbook without the threat of being wrong
- develop ideas through creative experimentation and self-expression in a sketchbook with the freedom to create something that is unique to them
- utilise a sketchbook as a means to developing and producing a final piece of work
- confidently produce art work that shows progress, knowledge and understanding of a range of artists, media and skills
- use subject specific vocabulary to demonstrate understanding
- show progress and application of skills in their sketchbook and final pieces
- develop self-confidence and resilience through critical thinking and problem solving, including analysing and

justifying choices in their own work and the work of others

- offer constructive feedback to peers and demonstrate their resilience through the evaluation and reflection of their own work
- develop an appreciation of art and be inspired by different historical art movements, artists' approaches and media
- identify and discuss a diverse range of artists and the impact of art in history and culture

Aims and Objectives

At Pioneer Federation we aim to encourage children to develop an appreciation of art through learning a range of different skills and techniques. We aim to give our children the freedom and confidence to explore art using different media including printing, painting, sculpture and digital media. We hope to inspire our children to be creative by introducing them to a range of influential artists and craftspeople throughout history.

Our objectives in the teaching of art are:

- To develop and encourage creativity and imagination through experimenting with a range of different tools and materials.
- To improve the children's ability to control materials, tools and techniques; improving their gross and fine motor skills.
- To support our children with ways of aiding their communication.
- To develop increasing confidence and motivation in the use of visual and tactile elements and materials;
- To support our children in ways of communicating their emotional expression and take risks.
- For all children to achieve success and improve self-esteem.
- To foster an enjoyment and appreciation of the visual arts, and a knowledge of a diverse range of artists, craftspeople and designers;
- To build a relationship between Home, School and the local community and use this to influence children's work.
- To develop children's social skills; sharing, co-operation and valuing one another's work.
- To develop the cross-curricular use of art and design in all subjects.
- To give children the opportunity to experiment with different media, to develop aesthetic awareness, and enable them to make informed judgements about their own art and that of artists of other periods, styles and cultures.

Through reference to the National Curriculum, frameworks have been established for all Key Stages to ensure broad and balanced coverage. Study areas include cross-curricular links which provide opportunities for the observation and discussion of the place of artefacts from other periods and cultures. Children are encouraged to study the styles and techniques involved, and try to incorporate them in their own work. Where appropriate, use of Galleries and Museums are incorporated to support learning.

Roles and Responsibilities

It will be the responsibility of the Art leaders to ensure that;

- Support is given to colleagues in their teaching, by keeping them informed about developments within the curriculum
- Sketchbooks will be monitored on a regular basis to ensure a progression of skills throughout the school

- Planning is monitored by heads of schools and evaluated by art leaders to ensure consistency of approach to the teaching of Art.

Teaching and Learning

The individual needs of our pupils at Pioneer Federation are paramount in the interpretation and application of 2014 Art National Curriculum. Therefore, the school uses a variety of teaching and learning styles in art and design lessons. Within classes, pupils may be taught in small groups, individually, or as a class, depending on the individual needs of the children and on the learning task. Our principal aim is to develop the children's knowledge, skills and understanding through highly stimulating and sensory experiences. At Pioneer Federation we recognise that each child is individual and we ensure that we provide suitable learning opportunities for all the children through differentiation/adaptation. Children also have the opportunity to use a wide range of materials and resources, including technology.

Sketchbooks

All sketchbooks to include a core skills sheet at the front on the inside cover (also known as an Art Toolkit) for EYFS, KS1 and KS2. These core skills should be referred to, when appropriate by teachers and pupils to understand what it means to be a 'Pioneer Artist'.

Art leads to provide a topic cover for KS1, LKS2 and UKS2 per art unit. These sheets outline the key skills and knowledge taught within the unit. There is a list of key vocabulary and definitions, which should be referred to throughout the unit. This vocabulary will be developed and evidenced within the sketchbook by the pupils to show understanding and progression. Prior to starting the unit, teachers will discuss with pupils what they already know about the unit of work. The teacher will complete this. Teachers can use this to ensure they provide progression in learning for their current cohort.

All children will have a sketchbook from Year 1 to Year 6. They will be used:

- to form a progression and assessment of a child's drawing skills.
- to record and explore thoughts and processes.
- to allow different ideas to form and be developed in a creative way.
- to use artists' and own work to annotate and reflect.

All teachers will have a sketchbook to model high quality use and ownership. To model journaling and the development of different processes within art.

Display

Teachers are responsible for display in line with the Learning Environment Policy. There must be some evidence of pupil's art work on the working walls around school.

SEND

At Pioneer Federation we are committed to providing a teaching environment conducive to learning for each child, who is valued, respected and challenged regardless of their ability, race, gender, religion, social background, culture or disability. All pupils, including those who are most able, shall have the opportunity to develop their knowledge, skills and understanding. This will be achieved through Quality First Teaching; teachers' planning will reflect a programme of learning whereby all pupils will be presented with appropriately challenging tasks.

Our inclusive curriculum will be provided through:

- differentiated to enable all learners to succeed
- responding to diverse needs of individuals

- providing Deeper Thinking question for reflection by all

Equal Opportunities and Differentiation

All children throughout the school experience the whole range of activities, irrespective of gender, disability or culture. The opportunities available within art can be used to challenge stereotypes. Children are encouraged to develop their own ideas in art, and be given the opportunity to extend their own individual work in order to attain their full potential.

Art Curriculum Planning

Art is a statutory foundation subject in the 2014 National Curriculum. We use the national programmes of study as the basis for our curriculum planning in art.

We carry out the curriculum planning in art in three phases: long-term, medium term and short-term, these plans are based upon a progression of skills grids (See Appendix 1,2 and 3) for Key Stage 1, Lower Key Stage 2 and Upper Key Stage. Our year group curriculum map plans the themes covered in each year in two cycles.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

We plan the activities in art so that they are either reinforcing or building on the children's prior learning as seen in the progression document. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Assessment

We assess the children's work in art while observing them working during lessons, this assessment is recorded on the learning intention and success criteria stickers that are stuck into their sketchbooks. Children's art work and photographs of them working are used as evidence to support assessments. Teachers also assess children's progression of skills by asking all pupils to create a piece of art in sketchbooks without prior teaching during the first lesson of each unit. This work is independent and is also used as assessment of the stage in development of their learning. This will be compared with their final piece at the end of the unit to show the progression and development of skills and techniques and learning journey. Reconnection discussions are used at the start of each lesson to assess prior learning and retention. Teachers record the progress made by children against the learning intentions for their lessons. At the end of terms 2, 4 and 6 teachers make a judgement against the age related expectations for the Key Stages using Target Tracker. Art leads are able to view other schools, progress and attainment across EYFS, KS1 and KS2 within the Federation. The teacher records the level that each child has reached, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.